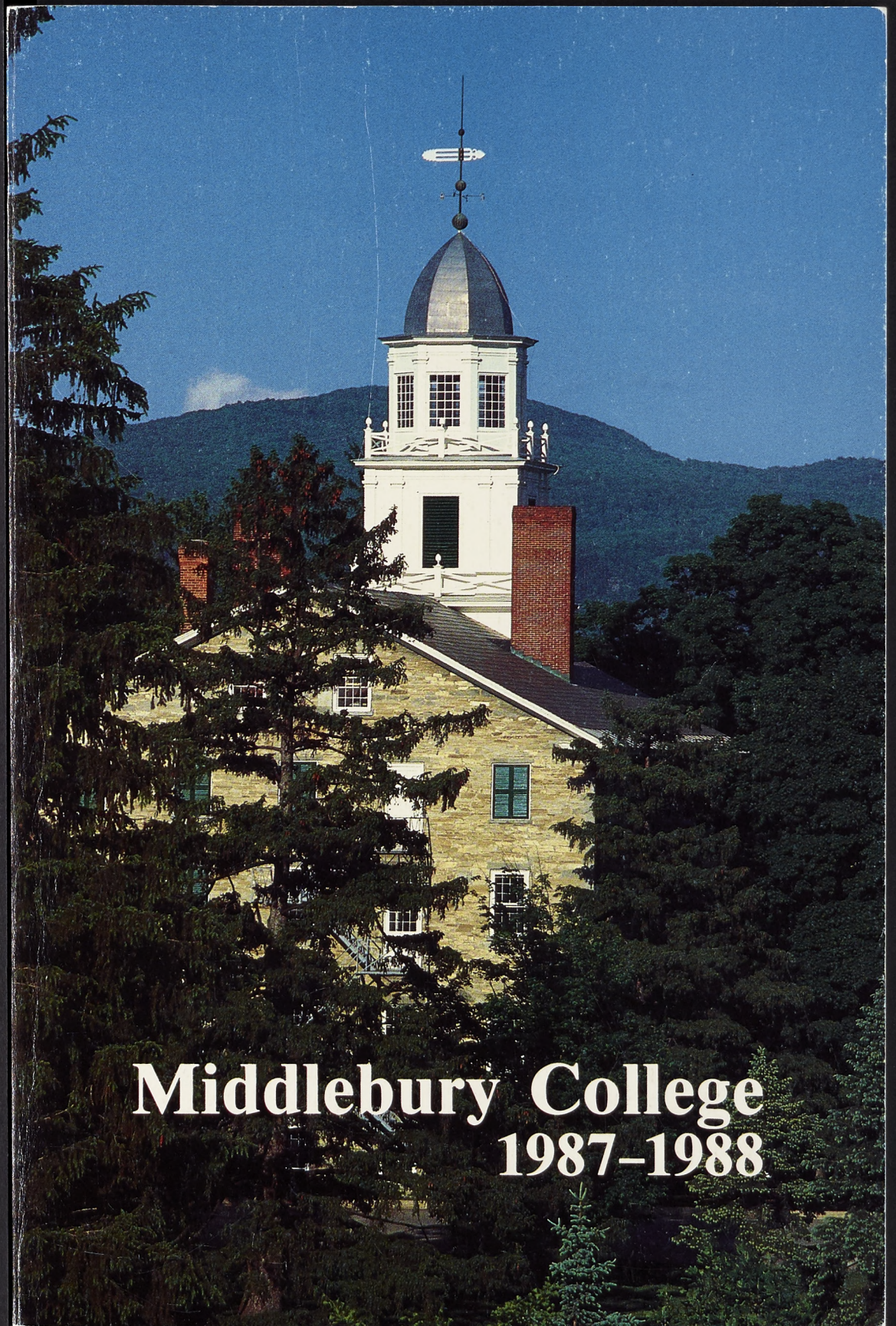

Middlebury College
1987–1988

Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. In so doing Middlebury College does not discriminate against any individual on the basis of race, color, sex, religion, ethnic origin or handicap in any of its programs or activities. The Vice President for Administration and Treasurer, Old Chapel, Middlebury College, Middlebury, VT 05753 is responsible for coordinating the College's efforts to comply with Sec. 504, Rehabilitation Act of 1973.

Middlebury College endeavors to present an accurate overview of the programs, facilities and fees of the College in this publication. However, Middlebury College reserves the right to alter any program, facilities or fees described in this publication without notice or obligation.

Note: *The last page of this catalog contains a listing of administrative offices and telephone numbers.*

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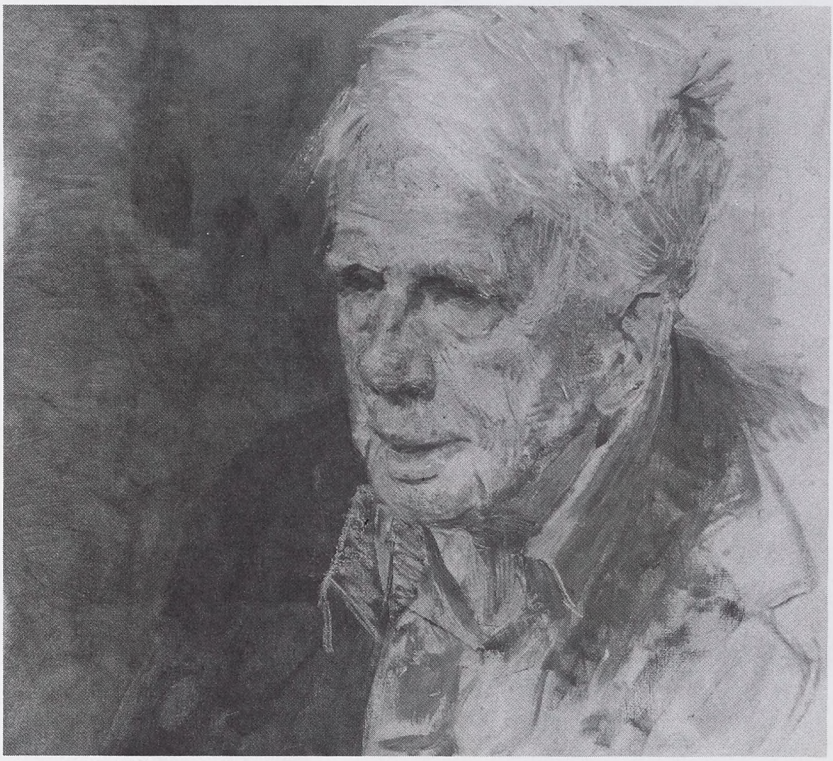

Something we were withholding made us weak
Until we found it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender.
Such as we were we gave ourselves outright . . .

Robert Frost, *The Gift Outright*

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924.

Gardner Cox's famous portrait of Frost is on display in the Robert Frost Room at the Egbert Starr Library of the College.

From "The Gift Outright" from *The Poetry of Robert Frost*, edited by Edward Connery Lathem. Copyright 1942 by Robert Frost. Copyright ©1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

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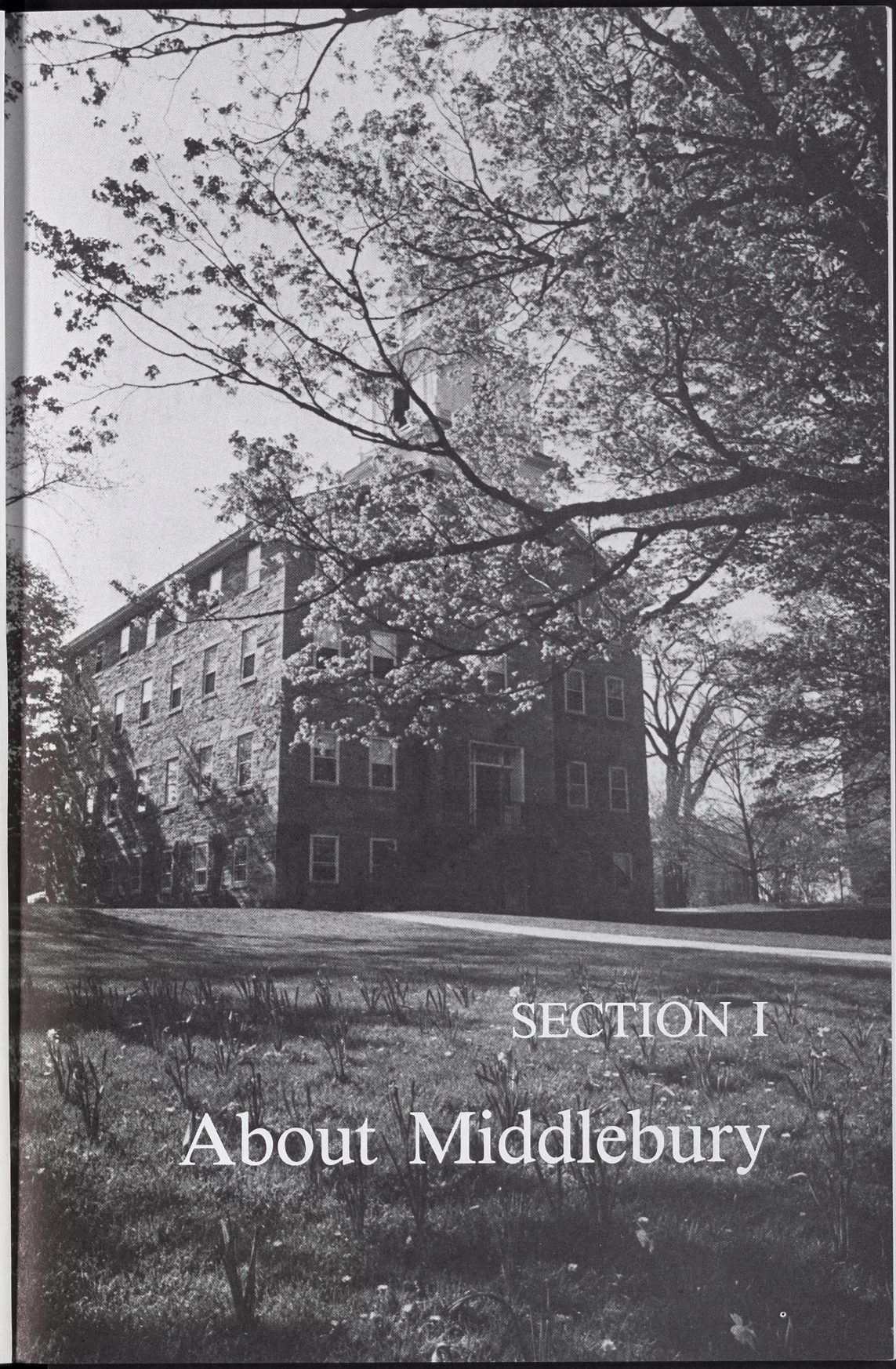


SECTION I

About Middlebury

To Choose and Be Chosen

Something we were withholding made us weak
Until we found it was ourselves . . .

It is the primary purpose of this book to give you an idea of the education Middlebury College offers young men and women. However, nothing Middlebury College makes available to its students—a distinguished faculty, facilities for research, challenging programs, residential living—will be of any lasting value unless those who are chosen and come to learn are willing to offer "the gift outright" of their energies and talents. Accordingly, the College seeks students willing to yield the full measure of their capacity. In academic study or athletics, in the arts, in the pursuit of leadership and social service, Middlebury wants those who will give freely of themselves. What the College can give you in return is described in the pages that follow.

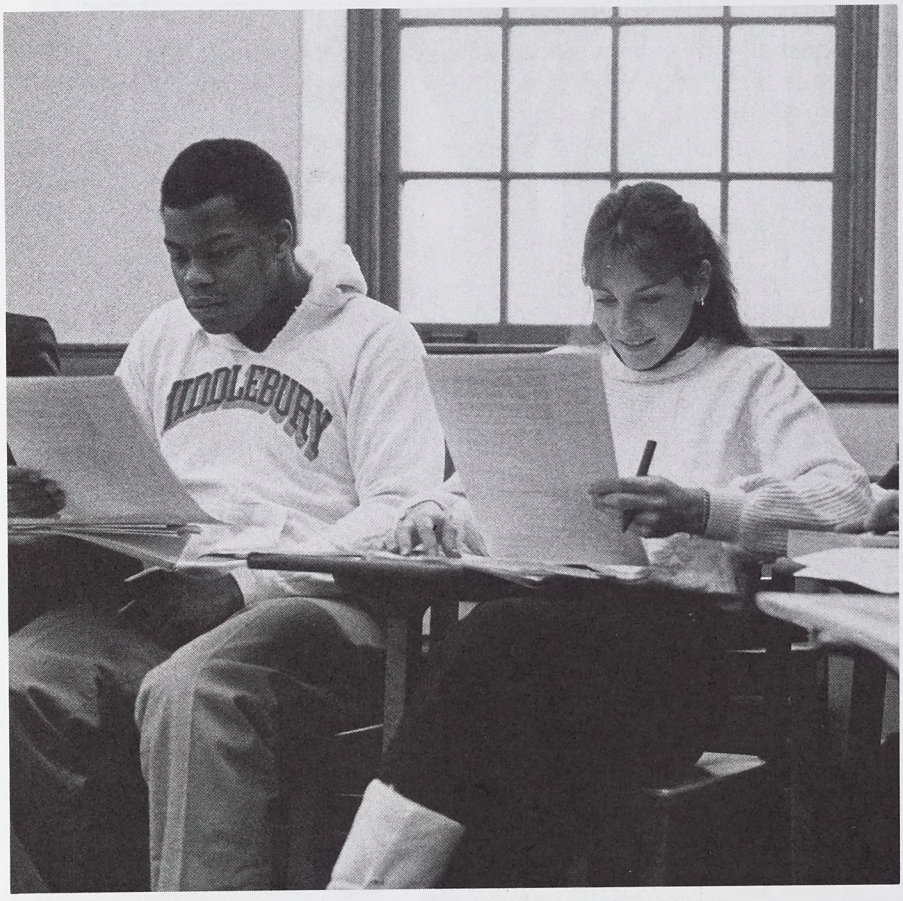
Middlebury is well-known as one of New England's outstanding small, residential, liberal arts colleges of long tradition. Founded in 1800, it is among the oldest of these colleges; and having admitted women in 1883, it is among the very first to have become co-educational. As a liberal arts college, it offers its students a very broad curriculum embracing the humanities, foreign languages, the social sciences and natural sciences. The breadth and humanistic bent of a liberal arts curriculum distinguish it from what one finds in a pre-professional school. It is certainly a privilege to be able to spend four years in a liberal arts college, but Middlebury also believes that it is essential to the vitality of American democracy and world community for able and talented young men and women to have this opportunity.

Since Middlebury is a residential college, the great majority of the 1950 students live and dine on campus. The idea of residence in college facilities originally grew out of an interest in inexpensive housing and a concern for moral discipline. As it has evolved in colleges like Middlebury, residential living offers a considerable sociological education in the variegated ways of humankind; and the self-contained community of a residential college gives to the college social experience a certain intensity and depth that cannot be found in the commuter college.

A majority of our entering class has picked Middlebury as first choice, but almost all have seriously considered other possibilities. Although Middlebury is highly selective, it is in keen competition with other institutions for students of exceptional ability and promise. What brings such an undergraduate to Middlebury in particular? Students often cite as prime factors in their choice: co-education, size, academic program, and very frequently, the natural environment. The College is situated on a hill in the Champlain Valley at the base of the Green Mountains with the Adirondack Mountains in full view to the west. Those who rejoice in urban pleasures may not at first be enchanted with the farm lands, great natural forests, lakes and mountains that cover the landscape surrounding the campus, but they can, if adventurous, explore the resources of the nearest great city, Montreal, which is only two and one half hours away by car.

It may appear at first glance that Middlebury's academic program is hardly distinguishable from that of other excellent liberal arts colleges. However, this appearance is deceptive, for there is much that sets Middlebury apart. Every summer, for example, the main campus in Vermont is transformed into an institution single-mindedly devoted to the study of eight different foreign languages and cultures, and the use of English is virtually banned for the 1300 participants, among whom are a number of Middlebury undergraduates. Arabic, Chinese and Russian as well as French and Spanish are some of the languages pursued. High in the Green Mountains lies Middlebury's Bread Loaf campus where for six weeks each summer the Bread Loaf School of English is at work followed by the Bread Loaf Writers' Conference, which brings together two hundred authors and aspiring authors for two weeks of intensive give and take on the art of writing. There is also an overseas dimension to Middlebury College. In five major European cities—Florence, Madrid, Mainz, Moscow and Paris—the Middlebury Language Schools have the headquarters of their Schools Abroad. These schools enroll approximately two hundred graduate and undergraduate students who are seeking to develop an understanding of foreign languages and cultures through direct experience as well as academic study. In addition, the Bread Loaf School of English is also in session each summer at Lincoln College, Oxford University, and it is attended by both undergraduate and graduate students.

Middlebury is thus in reality a small international university, and it is this international dimension that especially distinguishes her from her sister institutions. While the international emphasis is most in evidence in the work of the eight Language Schools, there is about all of Middlebury's education a sense of looking outward, a realization that the traditional insularity of America is indeed something of the past, a habit that we can no longer afford. We seek to bring to Middlebury those who wish not only to learn about themselves and their own traditions, but those



who wish to expand their vision, to see beyond the bounds of class, culture, region or nation. Indeed it could be said that the central purpose of a Middlebury education is precisely this transcendence of oneself and one's own concerns, and while for some this transcendence may come through the study of other people and other tongues, for others it will come through the hard study that brings an understanding of physics or philosophy, mathematics or music.

The rest of this publication will describe the people, programs and facilities that compose Middlebury College. It was not the natural and easy course to found a college in a Vermont village in 1800; it had to be a matter of conscious choice. Education at Middlebury continues to be a matter of choice, not drift. This will to education creates a particular spirit of independence and pride which stamps Middlebury, for all it shares with others, as unique.

The Middlebury Student

Middlebury has been highly selective in its choice of applicants, and this is clearly reflected in the academic records of the entering classes. The combined SAT scores for a typical class average approximately 1250. A high percentage of the matriculating students rank in the top 10% of their secondary school class. As important as these factors are in determining a student body of the highest quality, the College seeks more than test scores or grade averages. Middlebury is looking for students who are intellectually hungry and who are willing to engage and wrestle with the issues of our times. Students who will contribute to the diversity of our community gain admission because of a demonstrated drive to achieve and excel, even when they may not have the highest standardized test scores or hail from the most prestigious secondary schools in the country. A talented writer, a dedicated painter or performer, or a creative computer programmer may be chosen because the College believes that he or she will add a special dimension to the community.

While Middlebury draws heavily from the nearby New England and Middle Atlantic states, more than 30% of the students come from 500 or more miles away, and about 15% come from west of the Mississippi. Foreign students from forty different countries enrolled during the 1986-87 academic year.

Middlebury's admissions policy is racially and religiously nondiscriminatory, and all major religious faiths and racial groups are represented. The College plans for a 50:50 ratio of men and women students. Middlebury is making special efforts to recruit minority group students. No student is denied admission because of financial need and in recent years the Office of Financial Aid has succeeded in meeting the demonstrated financial need of all entering freshmen.

Any personality sketch of Middlebury students must be overbroad and highly subjective. Students who matriculate at Middlebury have high academic aspirations. Obviously they are bright, intellectually inquisitive

and almost everyone seems to be "into something"—from rappelling to madrigals. Fortunately with such a range of enthusiasms, students display extraordinary tolerance. There seems to be very little pressure at Middlebury to conform to any present image. Fraternity men, ballet dancers, rock faddists, debaters, violinists, electronics experts and gourmets not only coexist but interact in a series of social patterns which defy normal stereotypes.

The Faculty

Approximately 80% of the Middlebury faculty who teach in degree granting programs have received their Ph.D. degree or the equivalent terminal degree in their field. Harvard is most strongly represented on the faculty, followed by Yale, Princeton, Columbia and the University of Chicago. Faculty choose Middlebury because of the teaching opportunities it affords. Simply put, excellent faculty like to have excellent students. Here is how one faculty member characterizes teaching at Middlebury:

> Professors have a relationship with students that makes teaching at Middlebury an experience of joy and self-fulfillment. Many classes are seminars. Lecture courses with large enrollments have generally one hour of group discussion each week. Senior majors write a thesis under the direction of a professor. Because of the structure of learning, teachers and students communicate with each other in a personal and dynamic way. After lectures, students do not shuffle out of classrooms mutely and indifferently. There are always some deeply involved and responsive students who remain to ask questions and to dispute the instructor's interpretation or argument. Facing the challenge of such intellectually aggressive and critically alert young minds, professors cannot rest contentedly with the knowledge that they have acquired in graduate school.
>
> At Middlebury, teachers must be students, learning continually, posing new questions, looking at old questions from a fresh perspective and re-evaluating old views. Because of close and frequent contacts with students as individuals, teachers have the opportunity to watch them develop in mind and spirit from the beginning to the end of the semester, from freshman year to graduation. As a result, Middlebury professors have the wonderfully gratifying experience of knowing that they have made some contribution to the life of their students. What, above all, makes teaching at Middlebury a rewarding vocation are the special qualities that professors discover in the students. In strange and unexpected ways, Middlebury students can be so responsive and appreciative, sensitive and kind.

Just as students value the manageable size of the College, faculty are attracted to Middlebury because they know that they are treated as full colleagues in their department and can have an immediate impact on programs and patterns of teaching. It is a young faculty—the average age is 42. There are 151 regular or full-time-equivalent faculty appointments for a student-faculty ratio of approximately 13:1.

Middlebury College is preeminently a teaching institution. Faculty who come to Middlebury make a career decision that makes teaching the ultimate end of research and publication. The College believes firmly in the notion that research is vital to faculty in order that they may remain at the growing edge of their discipline—but research at Middlebury always leads back to the moment of confrontation in the classroom. One can gather some idea of the varied interests and accomplishments of the faculty from a random selection of recent publications.

SOME RECENT FACULTY PUBLICATIONS

Eve Adler, *Catullan Self-Revelation,* Arno.

Alicia Andreu, *Galdos y la literatura popular,* S.G.E.L.

David Audretsch (with Charles Kindleberger, ed.), *The Multi-national Corporation in the 1980s,* MIT Press.

Lynne Baker, "Content by Courtesy," *The Journal of Philosophy,* forthcoming 1987.

Brewster Baldwin, "Tectonic Implications of the Crown Point Section, New York (abs.)," *American Association of Petroleum Geologists Bulletin.*

Barbara Bellows, *God and General Longstreet,* LSU Press.

John Berninghausen et al., *Revolutionary Literature in China: An Anthology,* M.E. Sharpe, Inc.

John Bertolini, "Shaw's Ironic View of Caesar," in *Twentieth Century Literature.*

David Bumbeck, Recent one-man shows of prints: Everson Museum, Syracuse; Hofstra University; Pensacola College. Invited to the Twenty-first National Exhibit of Prints at the Brooklyn Museum.

James Butler, Recent one-man shows at Tibor Nagy and Coburn Galleries.

Gregory Chiang Kuei-ke et al., *Language Reform in China,* M.E. Sharpe, Inc.

Michael P. Claudon, (ed.) *The International Debt Crisis,* Ballinger.

David Colander, *Macroeconomic Theory and Policy.* Scott, Foresman.

Eric Davis, *The Changing Federal Budget,* Pergamon.

John Elder, *Imagining the Earth: Poetry and the Vision of Nature,* University of Illinois Press.

Robert Ferm, *Jonathan Edwards the Younger, 1745–1801: A Colonial Pastor,* William P. Eerdmans.

John Hunisak, *The Sculptor Jules Dalou: Studies in His Style and Imagery,* Garland Press.

Travis Jacobs, *America and the Winter War,* Garland Press.

Edward Knox, *Patterns of Person,* French Forum.

Marjorie Lamberti, *Jewish Activism in Imperial Germany,* Yale University Press.

C. Randall Landgren, "Preparation of Protoplasts of Plant Cells," *Methods in Cell Biology.*

Sydney Lea, *The Floating Candles.* University of Illinois Press.

Russell Leng, "Reagan and the Russians: Crisis Bargaining Beliefs and the Historical Record," *American Political Science Review.*

Donald Lopez, *A Study of Svantantrika,* Snow Lion.

Gary Margolis, *The Day We Still Stand Here,* University of Georgia Press.

Edward Martin, *H.L. Mencken and the Debunkers,* University of Georgia Press.

John McCardell, *The Idea of a Southern Nation,* W. W. Norton.

John McWilliams, *Hawthorne, Melville and the American Character,* Cambridge University Press.

Elizabeth Napier, *Sounds (a Translation of Wassily Kandinsky's Klange),* Yale University Press.

Victor L. Nuovo, "Tillich and Emerson," *Journal of American Academy of Religion.*

Michael Olinick, *An Introduction to Mathematical Models in the Social and Life Sciences,* Addison Wesley.

Robert Pack, *Affirming Limits,* University of Massachusetts Press.

Jay Parini, *Anthracite Country,* Random House.

Edward Perry and Rene Prieto, *Michelangelo Antonioni,* G. K. Hall, forthcoming.

Bruce Peterson, (with Robert Jones) "Almost Congruent Triangles," *Mathematics Magazine.*

Kirsten Powell, "Cowboy Knights and Prairie Madonnas," *Great Plains Quarterly.*

Carol Rifelj, "Circumscription: the Other in Proust's La Prisonniere," *Twentieth Century Literature.*

Steven Rockefeller, "John Dewey: the Evolution of a Faith," in *History, Religion and Spiritual Democracy,* ed. M. Wohlgelernter, Columbia University Press.

Thomas Root, "Scorpion Neurobiology," *in Biology of The Scorpionida,* Stanford University Press.

Paul Sommers, (ed.) *Welfare Reform in America,* Kluwer-Nijhoff.

John Spencer, *The Kenya African Union, 1944–1953,* Routledge, Kegan Paul.

Douglas Sprigg, "Shakespeare's Visual Stagecraft: The Seduction of Cressida," in *Shakespeare: The Theatrical Dimension.*

George Todd, *Variations for Computer Synthesizer.*

P. Frank Winkler, "Models for the X-Ray Emission from Supernova Remnants," *Astrophysical Journal.*

R. L. T. Wolfson, "Equilibrium and Stability of Coronal Magnetic Arches," in *Astrophysical Journal.*

O. Larry Yarbrough, *Not Like the Gentiles . . . Marriage Rules in the Letters of Paul,* Scholar's Press.

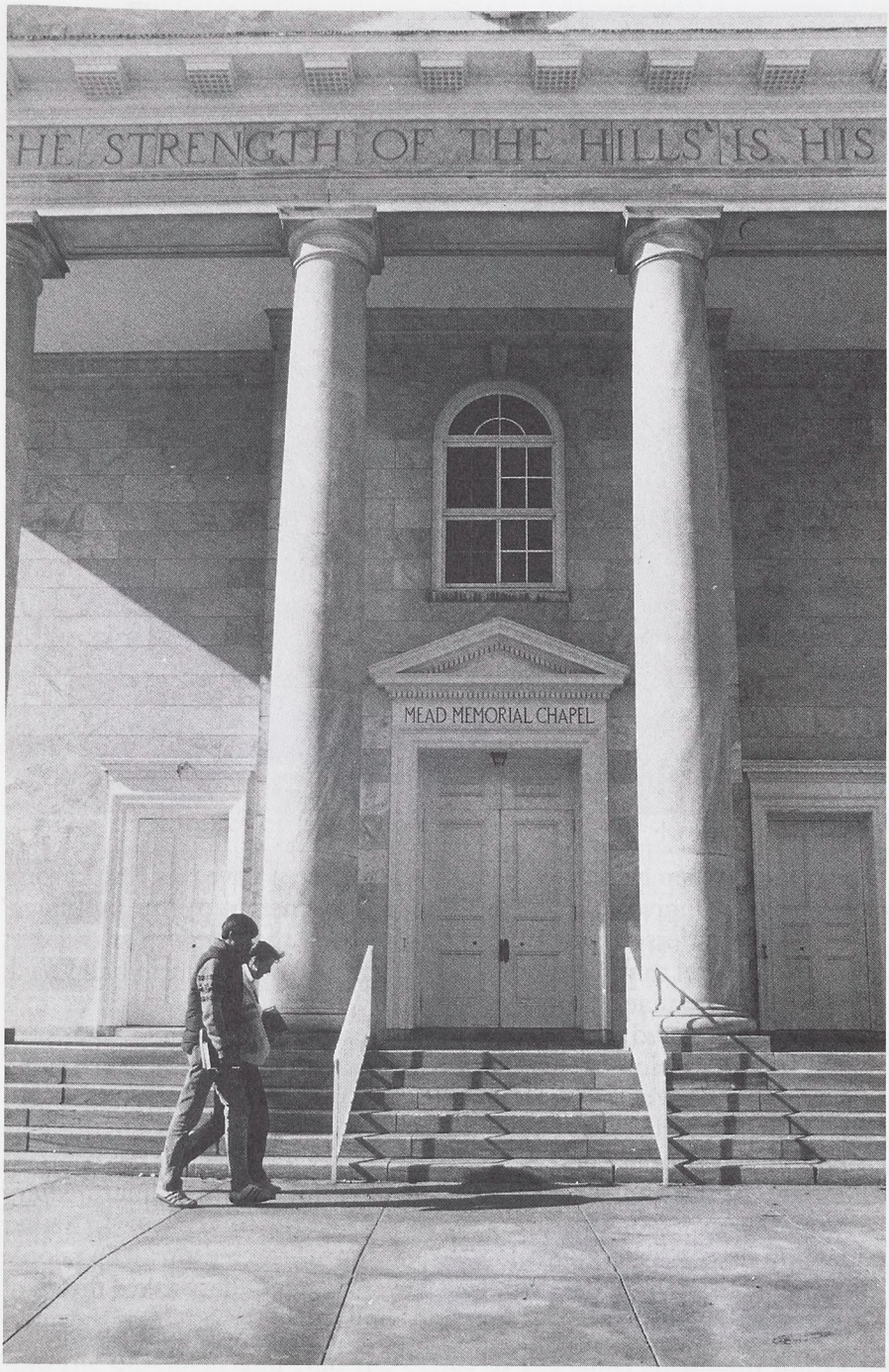
What Is "Higher" in Higher Education?

Some years ago, a national educational journal recounted the story of a professor called in to mediate a dispute about a grade. A student in a certain physics course had been asked to explain how one could determine the height of a tall building by means of a barometer. The answer was given an F, and the student objected that, on the contrary, the answer was perfectly correct according to accepted physical principles. When the outside mediator was called in, he had to agree that the student had a point. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground and measure the length of the string." Nevertheless, it was agreed that the student should be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been used, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method, would be to start at the base of the building and measure the building by laying the barometer along the walls to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on

his door and when he answers, say to him, 'Here, I have this fine barometer which I will give you if you will tell me the height of this building." The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.

What is illustrated by this story is not mere cleverness, but rather considerable appreciation by the student of the fact that questions are a function of contexts which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks the students continually to appraise and evaluate not simply answers but the contexts of both questions and answers. The student is not merely an intermediary between the professor's lecture, a notebook and the final exam. In higher education he comes to appreciate "from above" the reasons why people ask certain questions in the first place, how they might have asked different questions and how any answer functions only when the origin of the question and its context are comprehended.


HE STRENGTH OF THE HILLS IS HIS
MEAD MEMORIAL CHAPEL

"What are you going to do at College?"

The conventional answer is, "I plan to study/major in History, Physics, French, etc." It is, of course, a curious answer. College students *do* all sorts of things—a few even actively non-study. It would probably be more accurate for them to say "I spend endless hours reading/memorizing Russian verbs/solving equations." Perhaps it would better convey the emotional quality of life to say "I am fascinated by Jung's theory/I am bored witless/I love playing soccer." Those matters will be discussed in the next section of this booklet, but for now the conventional answer can be addressed. Students do identify their college activity with their major field of study. At Middlebury, majoring in a single discipline or combination of disciplines is the primary requirement for graduation. So strong is the sense of identity with a departmental major that the student government has been organized very successfully around a core constituency based on department majors rather than dormitories or class years.

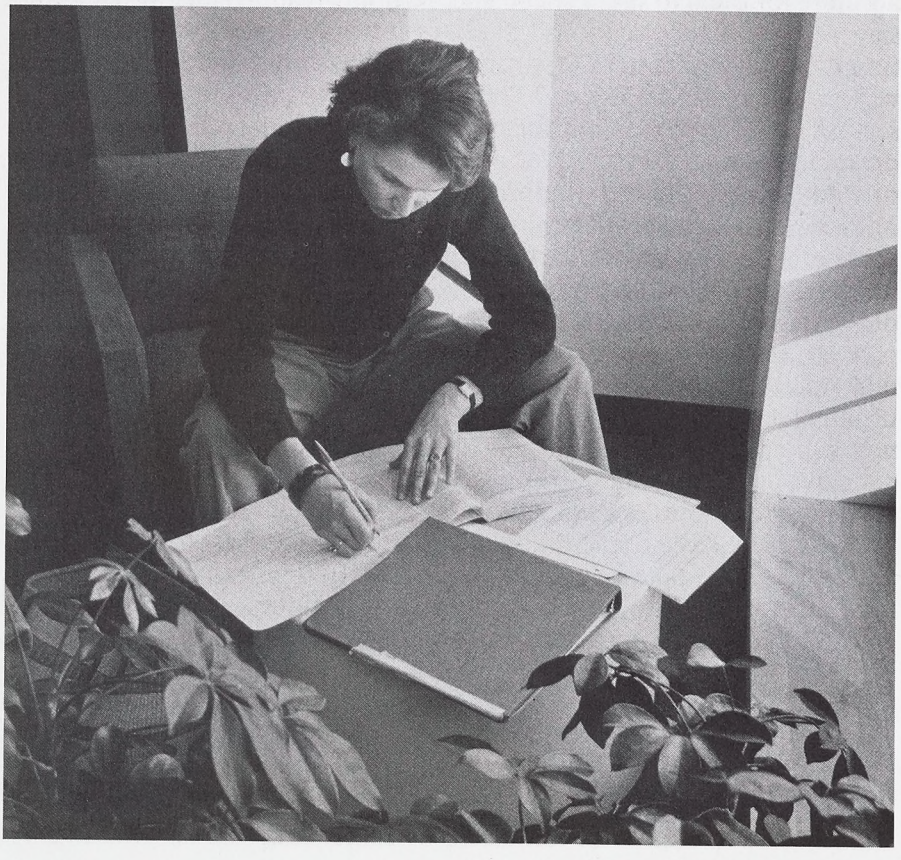
A large percentage of freshmen expect to change majors and indeed many actually do. During the freshman and sophomore years this can usually be done easily and it is an obvious good. There are many wholly new subject areas at the college level that no freshman is likely even to consider prior to coming to college. Philosophy, Economics, Sociology, Anthropology and Psychology are normally begun at the college level. Many old scholastic friends like English, Mathematics, History, Languages and Science may take on a range of complexity, depth and subtlety which transforms them into qualitatively different subjects from those earlier studied. Major choices based on secondary school experience are not completely trustworthy and students are actively encouraged to consider new options.

Since departments and departmental choice bulk so large in a student's self-identification as a college student, a brief presentation of the Middlebury academic departments and programs is as ready a means as any to describe the meaning of Middlebury to prospective students. The depart-

ments are arranged here according to the four divisions of the College: Humanities, Social Sciences, Foreign Languages and Natural Sciences. There is a brief sketch of the program, personnel and "personality" of the Department, a listing of some current research interests of the faculty and a list of typical course programs. Concluding this section, there is a description of non-departmental majors and of certain academic programs which do not offer majors.

THE ARTS AND HUMANITIES

Why do students major in English or the other disciplines of the humanities, such as American literature, philosophy or religion, since relatively few take up careers as poets, philosophers or divines? Two reasons should be singled out for special comment. Both English and American literature are many-faceted studies. They do not so much define a discipline



as carve out a subject matter which is approached from many directions—critical, historical, technical, aesthetic and creative. In addition, these two literary disciplines share with their more ancient companions in the humanities, religion and philosophy, a particularly intense interest in individual human experience. The social sciences, as their name implies, are more concerned with communities, culture, and the generalizable and formulable regularities of human activity. The humanities may focus on how it feels for the single person to live, like Hamlet or Jay Gatsby, with noble dreams in a declining age. Whether it is the poet giving verbal form to the sensitivity of an age, the philosopher searching out the foundations of the moral law and knowledge, or the prophet confronting the ways of God, the humanities point uniquely to the most personal core of human experience.

The departments of Art, Music, and Theatre, Dance and Film complete the roster of the humanities. In these fields, too, personal, individual expression is central but they differ from the literary humanities because of the emphasis on *making* in addition to verbal self-reflection and knowledge. Students in these fields—even those working in the more theoretical aspects of the subject—are expected to design, compose, create, or perform as well as know.

American Literature and Civilization

Middlebury may well be unique among this country's liberal arts colleges in offering opportunities for the systematic study of American literature and civilization within a separate department of instruction which is not simply a sub-division of a larger English Department. The very fact that such an arrangement has existed here for more than half a century serves to indicate the seriousness with which this field of study has traditionally been regarded (the distinguished Abernethy Collection of American Literature in Starr Library is another such indication); it also helps to explain the particular intensity and the sense of intellectual commitment which teachers and students working in this area over the years have continued to bring to their exploration of the nation's imaginative life.

The department offers two different majors, one in American Literature and one in American Civilization. Generally speaking, the American Literature major seeks to provide a detailed understanding of the nation's principal writers and literary movements as they have developed historically from the colonial period to the present day. The American Civilization major, which is essentially interdisciplinary in character, is concerned with developing an informed awareness of the momentous but often subtle processes of change which have taken place in the cultural life of the United States. Requiring students to achieve a certain range

as well as depth in their studies by completing courses in a number of participating departments, this major offers the possibility of a comprehensive grasp of the outlines of American culture as that culture manifests itself in significant historical events, in institutions, in the arts, and in general philosophical ideas, values and predispositions. Although the focus of these two majors is somewhat different, then, each assumes a general determination to see the diverse elements of American experience not in isolation, but in their mutually illuminating relation to one another.

Art

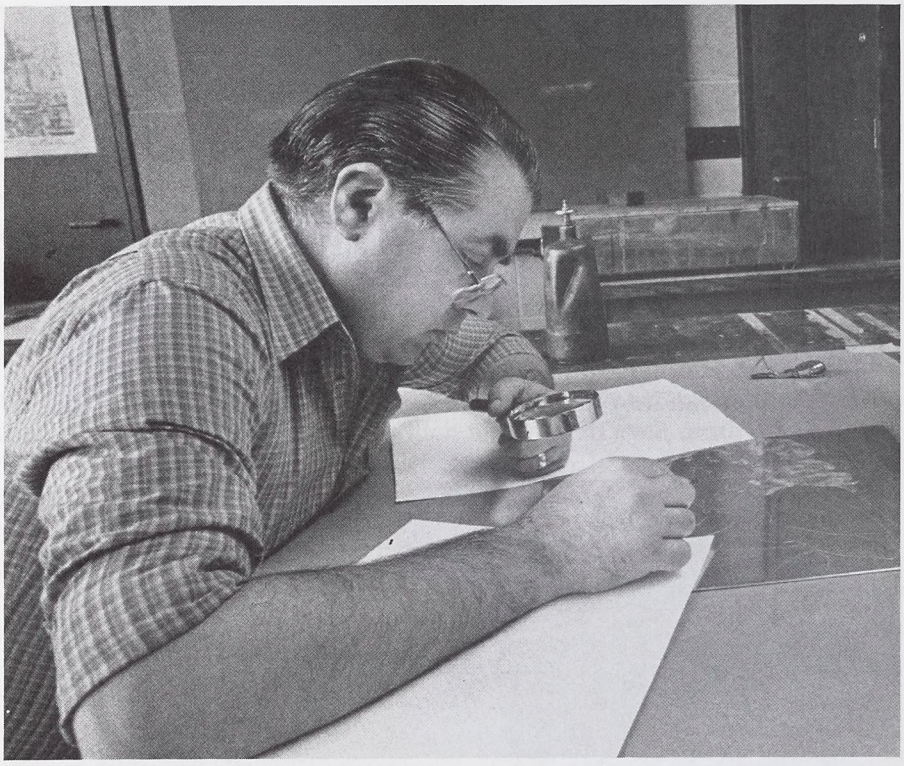
Art thrives at Middlebury. The Department of Art, housed in the handsome Christian A. Johnson Memorial Building, includes a painter, a print maker, a sculptor, a photographer, and six historians of art and architecture. The art collection has developed to include fine teaching examples of virtually every major movement in art. In addition to its outstanding faculty and broad curriculum, the department offers opportunities to study with distinguished visiting professors of art history and of studio arts. It is not surprising that, under these fortunate circumstances, student interest in art has become intense.

The Art Department offers courses in both the history of art and studio because they complement and reinforce each other. Art history provides a critical study of aesthetic ideas and works of art in context, while the actual experience of painting, drawing and sculpting heightens and activates the student's sensibilities. Art can be a source of pleasure, but with understanding it can become even more. The aim of the program is to spark and develop this understanding and appreciation of the visual environment, whether as an introduction to later professional study in art or architecture or for rewarding personal intellectual discipline and enrichment. Here the student can learn to interpret and respond to art as visual communication, gaining new access to distant or obscure cultures as well as enduring, meaningful and absorbing insights into the contemporary world.

English

To read analytically and imaginatively, to write accurately and to speak effectively are skills which the English Department seeks to foster along with knowledge of the range of sensibilities within the tradition of literature written in English.

These skills and this goal are reflected by the department's offerings: courses in the Freshman Writing Program, the genre and period courses, seminars, independent work, the General Examination, and the creative writing and expository writing courses.



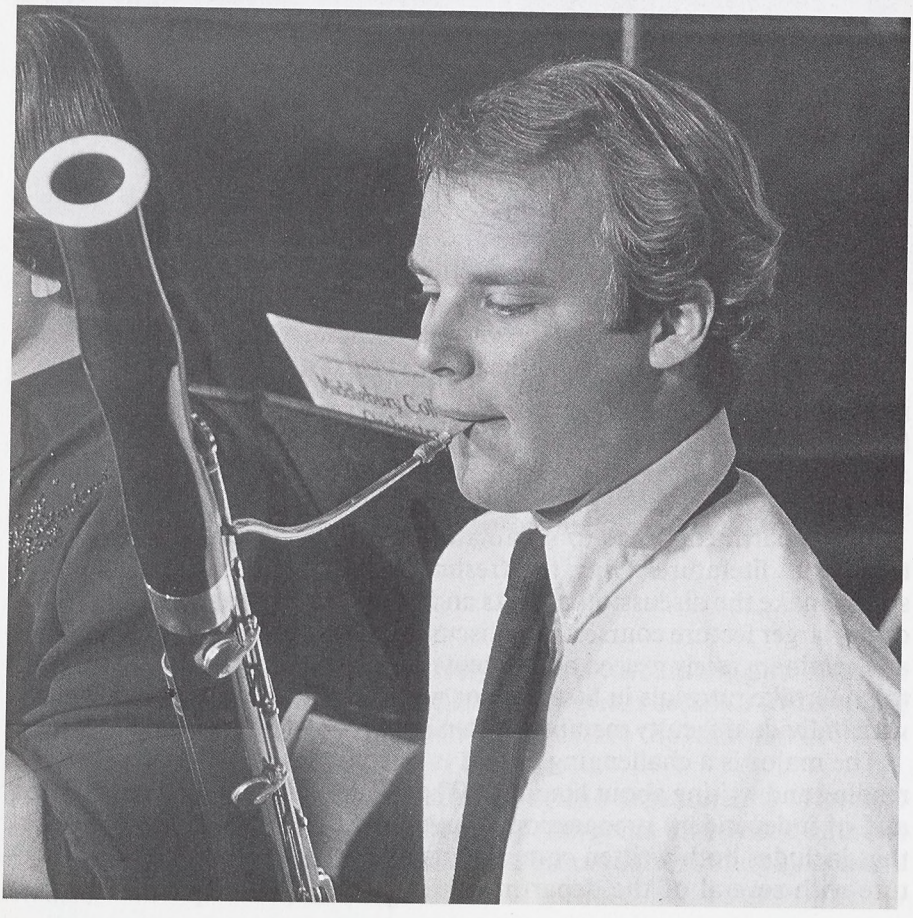
In a typical term, for example, a freshman electing a writing course in the department may choose among narrative fiction, lyric and narrative poetry, drama, the essay and the writing of fiction or poetry. A similar diversity carries through subsequent upperclass offerings and into the seminar program.

The department seeks to stimulate the discussion essential to reflection about literature. Thus, the freshman writing courses are limited in size to make the discussion of texts and of student writing possible. Most of the larger lecture courses have discussion sections. The writing courses and seminars rarely exceed enrollments of fifteen. Majors are encouraged to undertake tutorials in literature or writing, whereby they work closely with individual faculty members, often in pursuit of departmental honors.

The major is a challenging one. It is elected by students committed to reading and writing about literature. They undertake a program of courses and of independent preparation culminating in a General Examination that includes both written components and an oral discussion of literature with several of the department's faculty.

Those who choose to major in English, or who choose one of the concentrations, can expect preparation suitable for a variety of post-college careers. In most professions the ability to think critically, to read perceptively, to write cogently and to speak persuasively are preconditions for success. Some English majors go on to graduate school in literature or writing, and then into teaching, and others elect from a diversity of vocations: law, medicine, journalism, banking, business.

"I am certain," John Keats wrote, "of nothing but of the holiness of the Heart's affections and the truth of the Imagination." Whatever their vocational choices, those who read well will come to know that good literature confronts in an immediate, moving way the complexities of what it means to be human and affirms the human capacity to seize reality both by understanding the past and by imagining a future.



Music

Music takes on a special flavor when taught in a liberal arts environment. Students and faculty both benefit from maintaining ties with other departments and disciplines. Such is true of music at Middlebury where the department shares the Johnson Memorial Building with the art department, and where our classes consistently have a healthy mix of majors and non-majors. The music faculty is committed to the liberal arts, and we're confident such an enriching environment provides our students with a better education than could be obtained in the isolated environment of a conservatory.

Middlebury music students are active and are expected to develop and maintain interests in and outside of music. The department encourages students to devise joint majors which allow them even more opportunities to combine their love for music with other liberal arts studies. Our department is small, and faculty and students work together closely. This personal attention allows students a great deal of freedom in their course of study. Music majors end up pursuing a variety of careers, realizing that the discipline of music prepares them for many seemingly unrelated fields.

We're especially proud of our blend of studio instruction and classroom study, a combination which thrives in the liberal arts setting. Our music faculty correspondingly lead double lives as performers/composers and classroom teachers/scholars. Around a core of classroom offerings in music theory and history, students take private lessons, and play or sing in the choir, chamber orchestra and early music groups. Students organize their own ensembles which are coached by faculty members. Last year, students performed in woodwind and brass quintets, a woodwind sextet, and a string quartet. The department also supports student-run groups such as The Sound Investment Big Band, Dissipated Eight and The Mischords. Many majors opt to give a solo recital as their senior project, though public performance is only one possibility for senior work.

Music at Middlebury benefits from several special facilities rare at a college of its size. A separate music library, also housed in the Johnson Memorial Building, has a collection of over 15,000 recordings, scores, periodicals, and reference books apart from the collection in the Egbert Starr Library. Students also work in the Helen Hartness Flanders Ballad Collection with its rare holding pertinent to Vermont traditional music. And the department maintains a digital electronic and computer music studio featuring a state of the art synthesizer, the Synclavier II, with Sample-to-Disk capability. This studio, in a space large enough to allow classroom instruction, is one of the best of its kind in New England.

Philosophy

Many entering Middlebury students indicate that one of their primary aims in college is to develop "a personal philosophy of life." However, this interest does not translate immediately into large numbers of philosophy majors. A personal philosophy certainly may appear desirable but there are practicalities, after all. What do philosophy majors do when they graduate? As a matter of fact, philosophy is probably as fine a training for law school as any major, since it requires constant, dispassionate attention to intricate arguments on very complex and often emotionally charged issues. It is the apparent overwhelming nature of the questions which philosophy considers that often dissuades students from pursuing the subject. The questions are *so* important that the kind of rational, "arm's-length dealing" which philosophy requires seems almost to deny the urgency of the issue. But one of the clear attractions of philosophy to its practitioners is the opportunity to discourse in depth and at length on topics which most people consider too loaded for polite conversation.

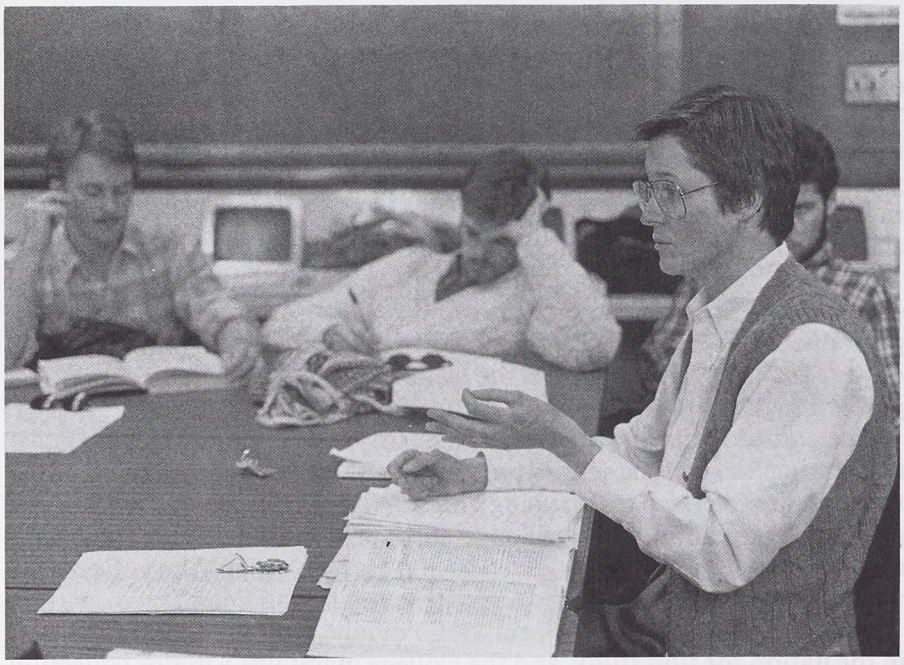
Students intersect with the philosophy program in three ways. There are the majors who are asked to explore three central areas: ethics and social philosophy, philosophy of science and theory of knowledge, and history of philosophy. Students looking for a quick once-over of a discipline where tourism is never leisurely are offered a variety of historical and problem-centered courses. Finally, many students have their primary contact with philosophy through various "philosophy of" courses—art, law, religion, education, history, science, language and social science—which relate to their major fields of study.

Religion

Religion is a universal human phenomenon appearing in all cultures, and the religious life of a people is always intimately connected with their central beliefs and values. To study religion, then, is one way of exploring the ideas fundamental to the diverse cultures that have appeared in the course of history and of coming to appreciate what both distinguishes and unites various peoples.

The Department of Religion explores the many aspects of religion from various methodological viewpoints but two points of view predominate—the historical and the philosophical. A historical approach presents the forms of religious life in their social and cultural setting. The philosophical and theological approach inquires into the truth and meaning of religious beliefs. Because of the interdisciplinary nature of religious studies, the department works cooperatively with other departments, in particular History, Philosophy and Sociology-Anthropology.

Very few students come to college expecting to take courses in religion—



and yet a significant number eventually do. This is not surprising. College years are a time of testing values and beliefs, and the study of religion can be very helpful in this regard. Many students take a religion course in order to acquaint themselves with a classic text like the Bible or the Bhagavad Gita or because they have heard good reports about a particular course and professor. Almost inevitably they are struck with the range and depth of religious phenomena, the intellectual and emotional power of the texts, and the interest and concern of the faculty in their subject matter. Very few who then decide to study further intend to be priests, ministers or rabbis—though the College has produced graduates in each category.

Theatre, Dance and Film

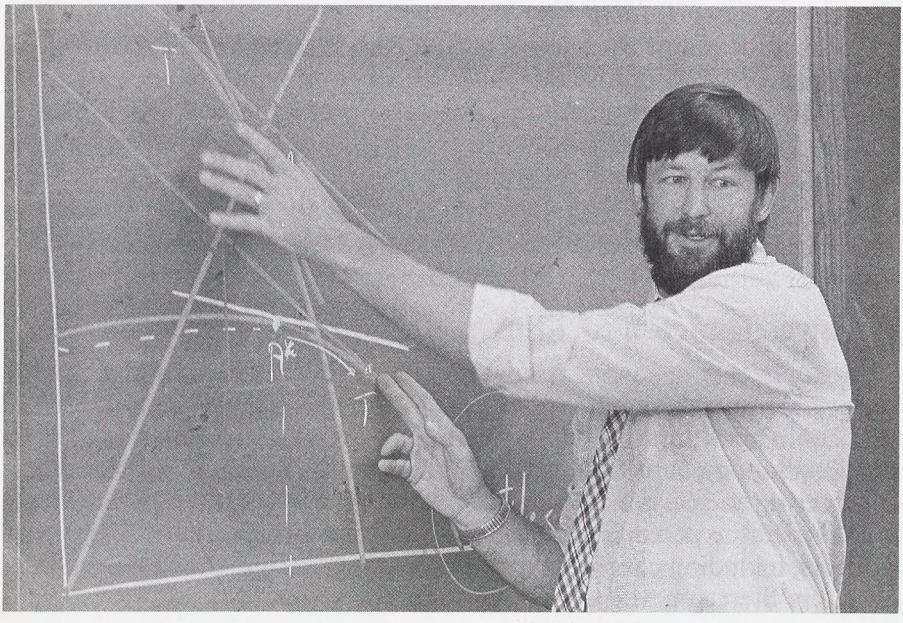
Students in this department have the opportunity to synthesize a wide spectrum of academic disciplines. Faculty argue persuasively that their curriculum amounts to a whole liberal arts education in miniature: literature, psychology, aesthetics, artistic design, dance, music, film, electronics, engineering and certainly some moral discipline to get through rehearsals and master the performance. The department offers a kaleidoscope of subjects, including courses in acting, directing, design, dance, film study, dramatic literature and playwrighting.

Performance provides a vital and rewarding aspect of the program. Students and faculty work together to present approximately a dozen works each year. Productions occur chiefly in three spaces: the 400-seat Wright Theatre, which boasts one of the few computerized lighting systems in this region, the Hepburn Zoo, which accommodates production of experimental theatre pieces, and the McCullough Dance Studio. The close rapport and creative energy generated in these group experiences is characteristic of the department.

The dance program focuses on the study, theory and style of modern dance, with experimental anatomy and improvisation providing an important complement. Repertory, performance and choreography are part of the advanced curriculum and the Dance Company of Middlebury offers performing and touring opportunities for qualified students.

The study of film emphasizes the history, criticism and aesthetics of the moving image (film, television, video), although opportunities do exist for students to create work, using video. While the major purpose of the program is to stimulate knowledge and appreciation of this important art form, some attention is given to the way in which film reflects the value systems, aesthetic ideas and intellectual concerns of this century.

Facilities in Dana Auditorium and Twilight Hall are among the best in the nation for film study, and the College maintains a major collection of classic and contemporary films on videotape.



SOCIAL SCIENCES

Perhaps more than any other area, the social sciences form the mainstay of the undergraduate curriculum. Economics, Geography, History, Political Science, Psychology and Sociology-Anthropology are among the most frequently selected majors in the College. Students who choose to major in the social sciences often see the various departments as directly relevant to career interests. Those planning on business and management careers may see Economics as good preliminary training. History and Political Science are traditional foregrounds to the law and public service; Sociology-Anthropology and Geography have demonstrated their direct usefulness in everything from educational reform to city planning, while Psychology, with its particular emphasis at Middlebury on precise work related to the life sciences, has served as a stepping stone to medicine.

The departments in the social sciences provide a good undergraduate base for the careers indicated, but most majors stay with a discipline because of its sheer intellectual appeal. Many students have preconceptions about the character of the social science disciplines and almost invariably are surprised to discover that these preconceptions were wide of the mark. It is this sense of discovery, rather than narrow careerism, that best sustains a choice of major.

Economics

In recent years, economics has been the "in" subject not only at Middlebury but across the country. The extreme pressure for law and medical school admission and the general economic condition of the country seem to have directed students to a subject which seems clearly related to a possible career in business. The Economics Department has been delighted by the enrollments but would probably give a word of caution—Economics is not a Business major. Middlebury has established arrangements which permit the College to place highly qualified students in graduate programs of business schools after only three years at Middlebury and it is expected that most of these will be Economics majors—nevertheless the caution stands. Economics is probably the most technical of the so-called "soft" sciences. No other social science has developed such sophisticated analytical tools or been as ambitious in promulgating general theoretical laws.

Economics is a relatively new science which came into being only with the creation in modern times of a market economy. Economic thinkers from Smith onward have been important shapers of public policy. As there is no reason to believe that economic argument will play any lesser part in the future, current student interest must be welcomed as a national asset.

Geography

Geography shares with the other social sciences the goal of understanding the human condition, but geography examines social issues from a unique spatial perspective. Simply put, the concern of modern geography lies in understanding how phenomena are distributed in space. Global patterns of crop yields, the arrangement of highway networks and the structure of urban areas are only a few examples of spatial distributions that interest geographers. More exciting than such distributions themselves, however, are attempts to understand why they vary in pattern and intensity from place to place and how they change through time. Implicit in geography's concern with spatial distributions is the fact that space itself influences individual and collective attitudes and actions.

Modern geography is less concerned with memorization of mundane facts about the uniqueness of far away places than it is with understanding similarities in form and function among places. The velvet arm chair, leather globe and parchment maps of the 19th century practitioner have been traded for computer modeling, intensive laboratory and field experiences, and a variety of quantitative and analytical tools. Today's geographers serve as policy makers in the public and private sectors, addressing issues in resource management, planning, transportation, health and other problems related to the spatial organization of society.

The emphasis in the Geography program at Middlebury is on learning to ask the right questions, and applying rigorous analytic techniques in seeking the answers. Middlebury students find that the local environment poses a number of interesting research problems, but the department also has a tradition of study in many diverse environments and cultures, and there continues to be a strong focus on work at the international as well as the regional and local levels.

History

History is the study of change, and of the ways in which human beings meet change. Our present values, beliefs, our institutions and the ways we live are all the outcome of a long process of evolution, and cannot be understood without a comprehension of that process. Although at Middlebury the discipline forms part of the Division of Social Sciences, history has always been considered one of the great branches of humanistic inquiry and reflection, for in its examination of the ways in which men and women have met times of change in the past, and the ways in which in turn they have transformed themselves, it encourages us to transcend the narrow outlook of our own times, our own society, our own culture and our own nation. Whether we undertake the study of medieval French peasants, merchants in colonial America, or twentieth century third world

revolutionaries, we will inevitably come to understand more not only about the world around us, but about ourselves as well, however different may be our situation from that which we study.

The study of history moreover seems to offer students a balance of normally separated virtues—large drama combined with care for detail, moral interest combined with empirical research. The History Department at Middlebury offers a wide diversity of courses in different parts of the world. Although American history has been the most popular subfield in the department, there is particular strength in European, Asian and African history, and courses in Latin America have recently been introduced. Students in the department are guided through a carefully constructed program with junior seminars which prepares them to write the senior thesis. The thesis is, for most, the capstone of their academic career, for the department believes that training in research, critical analysis and writing is crucial for a liberal arts education and for the world beyond the classroom.

Political Science

"Political Science defines, describes, explains and evaluates political phenomena. It does so with a number of disciplines or habits, including science, philosophy, history and prudence. . . . The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences and to prepare students who intend to pursue further work in either graduate or professional schools." This is the official course catalog description of the department. The key words are "discipline," "habit," "prudence," "thoughtful." Given the passion and prejudice of the political world, these words may seem very much out of place. "Political Science," as its very name suggests, is the study in the college curriculum most informed by hope. Its aim is to bring rationality to the tangle of society and government.

"Rationality" is conceived in two ways in the discipline and both are represented in the department: On one hand there is detailed empirical study of political phenomena—augmented in recent years by extensive use of computer data and modeling; on the other there is the close, analytical examination of the central philosophical concepts used to explain and evaluate political action.

The department offers courses in the fields of American politics, comparative politics, international relations and political philosophy. Many of our majors spend all or part of their junior year away from Middlebury, either abroad or in Washington. Joint, double, and international majors permit the integration of study in politics and a language.

Psychology

Psychology is a discipline that draws from both the social and the natural sciences in its quest to understand the varieties of human behavior and mental events. An appropriate undergraduate program in psychology will focus in one part on certain processes: e.g., learning, perception, social behavior and the controlled study of the variables relevant to them. Another part will focus on the abnormal or disturbed manifestations of these behaviors. A third part will focus on intra-individual processes which mediate these behaviors, whether normal or disordered.

Course offerings in psychology at Middlebury College serve at least these three functions and when appropriate give the student significant research experience. Many students are surprised by the "scientific" bent of psychology at Middlebury. Popular images of "psychology" as an instant key to and sudden cure of the troubled human self distort the theoretical and practical complexities of the subject. Psychology is truly a young science although its rise has been extraordinary in this century. The department's interest in precision, control and experiment reflects a legitimate desire to substitute validated truth for mere conjecture and opinion.

Sociology-Anthropology

Sociology-Anthropology has the distinct advantage of combining exposure to two disciplines within a single department. A special effort is made to help students capitalize on these two complementary perspectives. Students are encouraged to study comparatively those social institutions covered by both anthropologists and sociologists: family and kinship, stratification and inequality, religion and ritual and economic behavior. Students often devise their own programs of area studies using the resources of other departments. Sociology-Anthropology offers course work in Latin America, Asia (especially China and India), Africa, Afro-American cultures and North American Indian cultures. Several courses deal with American society and its social problems: medicine, education, law, work, deviance and majority-minority relations.

The department blends both the scientific and humanistic dimensions of sociology and anthropology. For the science- oriented, there is the opportunity to engage in original research or to perform analyses on data gathered during senior research. For the humanities-oriented, there is the opportunity to consider the human implications of social-science research. Field work abroad and original research are encouraged.

In career terms, the large majority of professional sociologists and anthropologists are connected with institutions of higher education. Sociology-Anthropology is a particularly beneficial liberal arts major for the student contemplating a career in any field involving extensive partic-

ipation with other people—especially those representing different cultures at home or abroad. This course of study leads naturally into such careers as law, elementary and secondary education, social service overseas, government, social work, business and diplomacy.

FOREIGN LANGUAGES

Middlebury College has an international reputation in foreign language studies, and in many ways sets the standard for the field. The College offers a particularly broad range of courses in foreign languages, literatures and cultures. Chinese, French, German, Greek, Italian, Japanese, Latin, Russian and Spanish are offered in the regular academic year, while the eight Language Schools provide an opportunity for intensive summer study in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. All such courses carry credit towards the bachelor's degree and are open to non-language as well as language majors.

Many language majors will wish to take all or part of their junior year at one of the College's schools in France, Germany, Italy, Spain or the Soviet Union. Many international majors and majors in fields such as art history, economics, political science, history, etc., also do so each year.

Chinese

An adventure in learning to think in a language dramatically different from Western languages, the study of Chinese here at Middlebury leads one along a variety of pathways each of which explores fascinating aspects of a major civilization. The Chinese Department offers rigorous training in modern Mandarin, spoken and written, to advanced levels and also provides courses in classical Chinese as well as courses taught in English on Chinese literature. Students in Chinese generally have the option of studying in the Middlebury intensive summer program as well as the choice of spending part or all of their junior year studying in Taiwan or the People's Republic of China. With unusually strong offerings available in Chinese language and literature as well as courses on Asia given in other departments, students at Middlebury may elect to major either in Chinese or in the inter-disciplinary program for East Asian Studies.

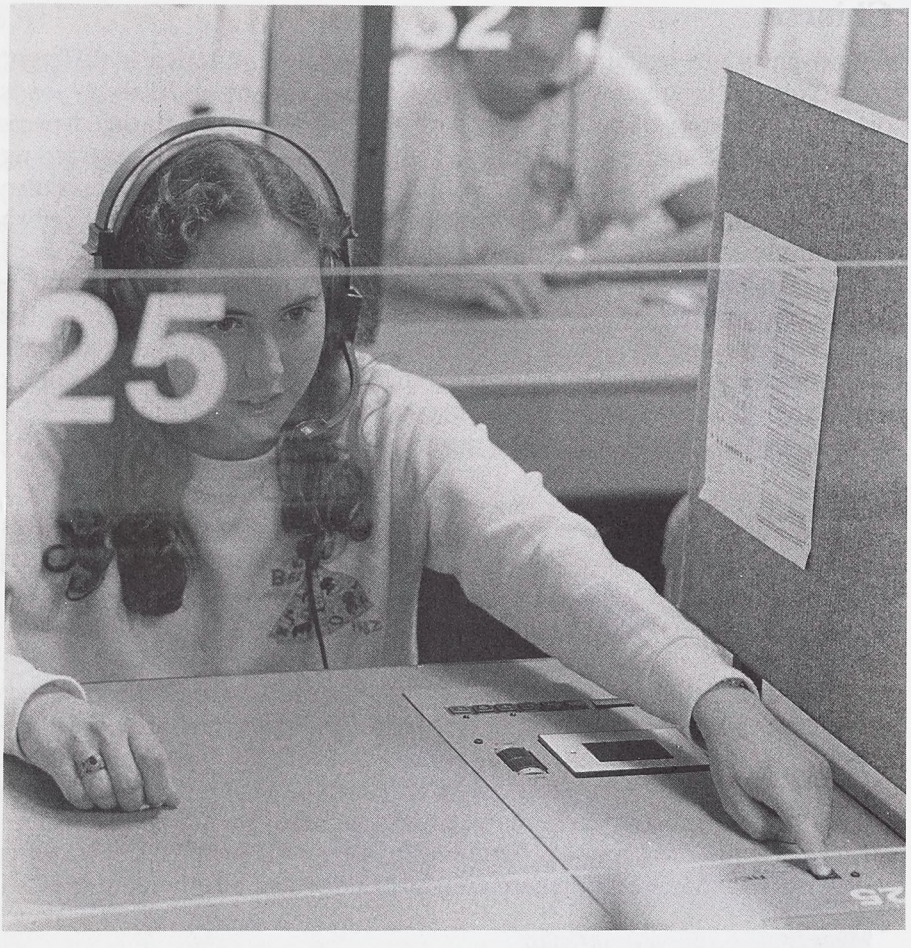
Japanese

An ever-growing awareness of the pivotal role of Japan in the world economy has drawn more and more students nation-wide to the study of Japanese language and culture. Over the past two decades Middlebury's Japanese Language School has become a leader in Japanese language training in this country. In the fall of 1986 Middlebury took the next step of incorporating Japanese language studies into the academic year curriculum. In addition to the four levels of Japanese now offered during the academic year, Middlebury students have available to them the option of participating in the summer program and of spending one or both terms of the junior year at a program in Japan. A variety of courses dealing with diverse aspects of Japanese culture and society complement the language offerings.

Classics

The classics are the enduring works of poetry, history and philosophy that we have inherited from Greece and Rome; in them we find not only the foundations of modern life and thought but also a perennial challenge to modern life and thought. The goal of the liberal study of the classics is to sharpen and deepen our understanding of ourselves by rediscovering our great intellectual and artistic forebears and re-considering with open minds what they have to teach us.

The Classics Department offers students the opportunity to study great works of Classical literature, history and philosophy in their original languages as well as in English translation. Beginning courses in Greek and Latin introduce students very quickly to authentic selections from such



authors as Homer and Plato, Cicero and Virgil, as well as the New Testament and medieval poetry. Advanced courses in Greek and Latin enable students to engage in close study of the greatest works of classical antiquity.

Biblical Hebrew is offered at several levels both for its importance in understanding the great classical civilizations and as an adjunct to courses in Jewish studies offered in the Department of Religion.

The department offers a wide range of courses taught entirely in English on classical literature, history and philosophy. Students may also supplement their classical studies with courses in related disciplines (art, English, philosophy, political science and religion).

Junior majors have opportunities to study abroad for one or two terms in any of several programs in Athens or Rome which provide acquaintance with the art and archaeology of the ancient classical world.

French

The French Department seeks to develop in its students the linguistic ability to pursue in French their various personal and intellectual interests. Beginning and intermediate courses bring students up to a level where they can branch out, and students with more advanced preparation may take upper level courses in language, literature and civilization.

In addition to the program of study offered by the French Department, there are varied extracurricular activities, centered in the Chateau with its forty French speaking residents. In the Chateau dining room members of the Language Schools' faculty eat on a regular basis with students, discussing not only their course work, but perhaps a recent film, international events in the news, or an upcoming visit to Montreal.

Opportunity for foreign study is also provided through the Junior Year Program in Paris. Each year many Middlebury students, usually a 50-50 mixture of majors and non-majors, attend the School in France. The first few weeks, beginning in early September, constitute an intensive preliminary session of language work and an introduction to contemporary France. Upon completion of these preliminary courses and through consultation with the resident director, students select from a wide range of courses including art, history, language, linguistics, literature, philosophy, political science and sociology. Courses are taught by French faculty at Reid Hall, at the University of Paris, and at the Institut d'Etudes Politiques.

German

Few entering freshmen will have studied German previously, and usually only a small number plan to major in German. It says something about the Middlebury German Department, therefore, that it produces a considerable number of German majors. Key to their success is a very carefully thought-out set of elementary teaching materials devised by the staff (a best seller nationally). These materials are used in a unique teaching pattern which minimizes out-of-class preparation but maximizes intensive drill with faculty. This obviously calls for dedication from both student and teacher, but the energy of the department appears to make the whole exercise both profitable and enjoyable. In recent years the German faculty has been adapting imported German network television programs for use in an exciting program at different levels of study.

The German School in Mainz was the first of the Middlebury overseas undergraduate programs and almost all German majors take advantage of the opportunities provided by this program. The relationship with the University of Mainz is unique in that Middlebury students are permitted to enroll directly in regular courses.

Russian

Middlebury's Russian Department, which enjoys an international reputation for the excellence of its language instruction, offers a varied curriculum covering language instruction on beginning, intermediate and advanced levels as well as a range of courses in literature, civilization and culture. The program of each student is planned individually in consultation with the chairman. A new program in Russian Studies will allow students to combine the study of the language with courses in the social sciences, an attractive combination for students interested in employment with government agencies or in commerce and industry. In addition to the academic year activities in Russian studies, the College has an established nine week summer Russian School that provides students with intensive study of the language as well as advanced courses in culture and civilization. The Russian School regularly attracts students from several continents. The Russian experience may also be broadened through foreign study. Middlebury College now sponsors its own semester-length program at the Pushkin Institute in Moscow, open to qualified students who have completed three or more years of study of the language.

Spanish

The twofold aim of the Spanish Department is to develop in its students a full command of the language as well as a mastery of the rich literature and culture of the Hispanic peoples both in the Iberian peninsula and in Latin America. The introductory courses concentrate on a thorough development of language skills that will enable the student to become involved in advanced courses in language, literature, culture and civilization. In addition to the diverse courses offered by the department, juniors may participate in the Spanish School in Madrid. Majors as well as nonmajors are encouraged to take advantage of this opportunity to widen their educational horizons. Middlebury also offers intensive language instruction at the beginning, intermediate and advanced levels as a part of the summer sessions of the Spanish School. In addition, a number of graduate courses are open to qualified undergraduates during the summer. The Spanish Club organizes various activities throughout the academic year, and students have the opportunity to dine with faculty members at the Spanish tables in the Chateau.

Italian

The program in Italian meets the needs of Italian, International, and other foreign language majors, as well as students pursuing double or joint majors. While the primary aim is to develop quickly a solid command

of spoken Italian, this goal is met in the context of literary, humanistic and contemporary culture. An integral component of our philosophy involves the development of writing and analytical skills at an early level. To expand the College community's opportunity to understand the Italian contribution to Western civilization, we offer a number of literature courses in translation. Those students who are motivated to achieve greater fluency can participate in the Italian School during the summer. To complete and solidify their linguistic control and cultural understanding, we strongly recommend at least one semester of study at our School in Florence. It is our belief that the flexibility and range of course offerings available through Middlebury College, the Italian School and the School in Florence make Italian studies at Middlebury a unique program in the United States.

NATURAL SCIENCES

The facilities for the natural sciences at Middlebury College are excellent. The Science Center was dedicated in 1968. It has since been renovated in several phases to provide truly outstanding student laboratories, a modern computing facility, and a Science Center Library housing a majority of the collection relevant to the natural sciences. Lecture halls are equipped with modern audio-visual equipment and access to the main-

frame computer. Warner Science, housing mathematics, psychology, geography and botany, was completely renovated in 1978. Voter Hall has housed a modern computer facility since 1975. Although there are more than 150 terminals to the mainframe computer and more than two hundred microcomputers scattered across the campus, current plans call for an expansion of these facilities. All these facilities reflect the College attitude toward the natural sciences. Excellence is our goal, in our teaching, our faculty, our facilities and our students.

Middlebury offers strong major programs in biology, chemistry and biochemistry, geology, mathematics and computer sciences and physics. Unique interdisciplinary majors in environmental studies and Northern studies, with emphasis on the natural sciences, are available for students whose career interests span a variety of the more traditional disciplines.

The success of our majors in graduate schools, in professional schools, as secondary educators, and in the job force is the best measure of our programs. Strong training in the sciences on a foundation of liberal education is an unbeatable combination. Our philosophy has been to provide students with a faculty who are themselves engaged as productive scientists. The faculty is available to the students from their freshman year and share their research with juniors and seniors in seminars and in advanced and independent study programs in every discipline. Undergraduate science students have coauthored papers and presentations with their teachers and have received grants to support their research.

The natural science faculty also offer much to non-majors. The scientific approach is introduced in a variety of foundations courses and non-majors courses which invite the students to share in the joys of probing the mysteries of our universe. Science faculty also participate in the college-wide freshman writing program and offer many concentrations which deal with modern and historical questions in our disciplines.

Biology

Traditionally one of the strongest and most popular departments at Middlebury, biology offers a wide range of courses in ecology, zoology, botany, cell biology, genetics, animal and plant physiology, and microbiology. The curriculum provides an excellent and balanced liberal education in biology. Our alumni find that they are prepared for graduate study, medical and other professional programs, teaching, and the general job market. We are delighted that each year substantial numbers of our graduates pursue each of these goals. In the past six years, more than 95% of our graduates who have applied to medical programs have been accepted. Alumni who apply to graduate schools usually choose from a number of competing offers. Secondary school teachers who have majored in bi-

ology at Middlebury have found a welcome in the nation's school systems, where a growing emphasis on the sciences and mathematics is taxing the supply of teachers.

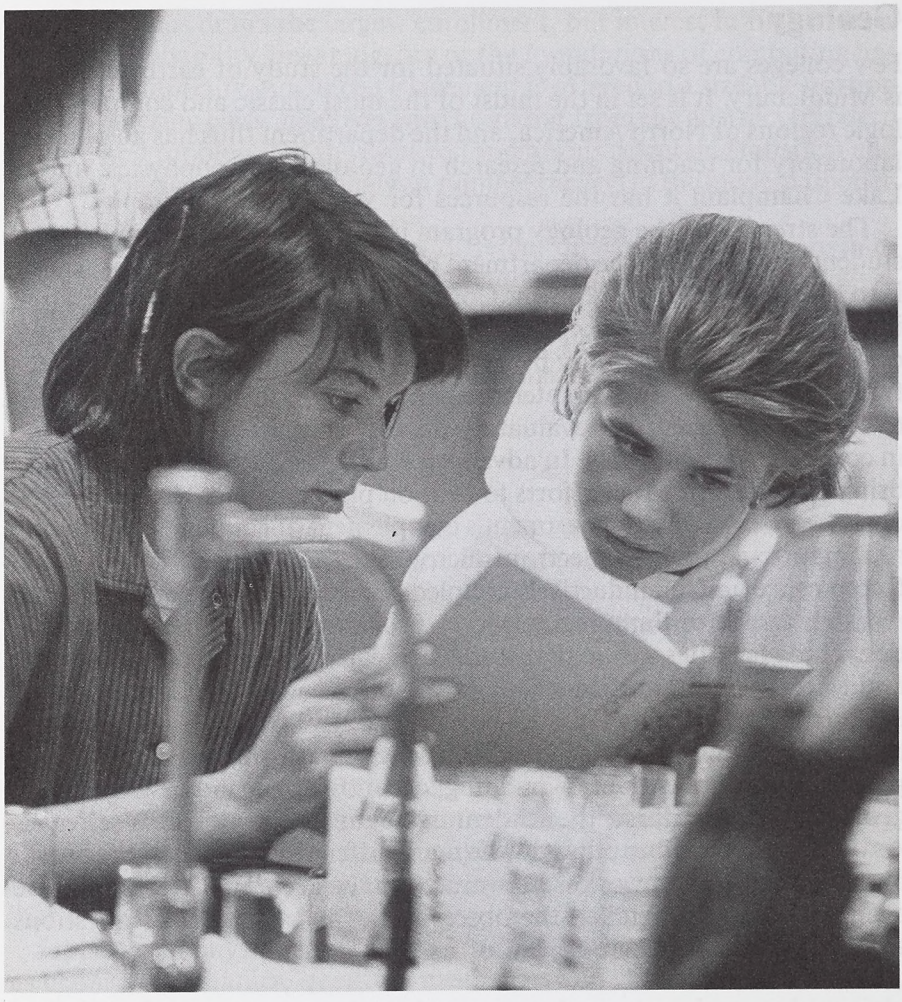
We are well-equipped to teach biology at every level. Our laboratory equipment includes an electron microscope, an ultracentrifuge, and electrophoresis and scintillation equipment which is all accessible to the undergraduates. Our collections of animal skeletons and skins, herbarium specimens, and living animals, plants, bacteria and fungi allow us to illustrate our lectures with examples that the students can examine and handle. Our microbiologist is trained in the latest genetic engineering techniques, and all of the faculty use computers in their teaching or research. Amazingly diverse aquatic and terrestrial systems are within a short drive of the college, and overnight field trips to our High Pond Field Station and to the coast are an important part of our field courses.

The department is particularly proud of the scholarly activities of our faculty and their students. Each of us delights in nurturing undergraduate research. Students frequently accompany their mentors to national meetings where the students present the results of their work to the broader scientific community. Current faculty research interests in the department include locomotion in scorpions, plant stress physiology, extranuclear inheritance in wasps, organization of milk fat globule membranes, reproductive strategies of squirrel populations, competition among aquatic macrophyte species, and human intestinal bacteriology. But our interests are shaped by those of our students, and our faculty is unique because of the depth and breadth of interests represented by the seven professors in the department.

Chemistry and Biochemistry

Ours is a chemical age. The rate of accumulation of new chemical knowledge, from discoveries that range from new fertilizers and synthetic fibers to life-saving medicines, doubles every eight to ten years. The growing list is so staggering that the hopeful chemist-to-be must wonder, "How can I ever learn enough to do anything useful in this field?" The education of a chemist is, in fact, a lifetime undertaking. But Middlebury can help to make dreams realities.

The purpose of the Chemistry program at Middlebury is not the memorization of countless facts; instead it emphasizes the theories and concepts that make up the logical framework for relating a multitude of otherwise disparate bits of chemical information. This framework is developed by a core of six semester courses covering the four major areas of chemistry—organic, inorganic, analytical and physical. Chemistry majors usually complete this core by the end of their junior year. At the same time, the stu-



dents are learning laboratory skills and gaining "hands-on" familiarity with modern instrumentation. During the upperclass years students elect a number of advanced chemistry courses best suited to their individual interests. The undergraduate experience culminates for most students in an independent research project under the direct guidance of one of the chemistry faculty.

The department is proud of the record established by its graduates. In recent years more than two thirds of the chemistry majors have succeeded in ambitious professional programs in medicine or dentistry and in graduate programs in all branches of chemistry. Others have done as well, as industrial chemists or as teachers of chemistry.

Geology

Few colleges are so favorably situated for the study of earth science as is Middlebury. It is set in the midst of the most classic and complex geologic regions of North America, and the department thus has an outdoor laboratory for teaching and research in geology and geophysics; and in Lake Champlain it has the resources for work in oceanography.

The strength of the geology program is the close relationship between students and faculty. The department believes that the business of science is to explore what is not known. Courses are built around problems that incorporate field and laboratory experiences. They emphasize the development of reasoning ability by addressing the problems currently at the forefront of the science. In intermediate courses students are encouraged to function as scientists, evaluating data in outdoor field exercises and in contemporary journals. In advanced courses, students are expected to bring their own research efforts to bear on problems that have not previously been solved. The department's complement of equipment, including a computer-automated electron microprobe, an X-ray diffraction and fluorescence unit, an inductively coupled plasma spectrometer and a small research vessel for limnological work, provides state of the art capabilities. These facilities assure that student research efforts can be up to date and scientifically significant.

The different research interests of a very active faculty are reflected in the introductory courses, each of which concerns an aspect of earth science: plate tectonics and mountain building; oceanography; and environmental geology. In each course, the student is taught to function as a scientist. As one faculty member puts it: "The main difference between professional research and student work is how much can be accomplished in the time available and how detailed the observation can be; the same questions and excitement are there for all of us."

Mathematics and Computer Science

Middlebury men and women meet mathematics on many paths. The Mathematics and Computer Science Department draws students with a wide spectrum of interests, from prospective majors in the natural and social sciences, almost all of which require mathematics, to those who wish only to sample the flavor, content and spirit of the subject. Whatever their reasons for beginning, many continue as majors after discovering that only the challenge of mathematics offers the intellectual excitement they seek.

A wide selection of courses is available. Freshmen may elect any of several different courses depending upon their interests and previous achieve-

ment. Calculus draws the largest enrollment, but interest in first courses based on probability, linear algebra or the foundations of computing has grown substantially. Advanced Placement is offered to a sizeable portion of each entering class. Electives run the gamut from the abstract (modern algebra and topology) to the applied (operations research, statistics) and from the classical (complex analysis, number theory) to the modern (modelling, simulation).

Graduates take almost as many different directions as there are individuals. Recent majors are attending graduate school in pure mathematics, statistics, business, medicine and law. Others are employed as computer scientists, actuaries, technical writers, teachers and government economists. Professional opportunities for those with mathematical backgrounds are expanding every year *(see also page 50).*

Physics

The discoveries of physics have profoundly altered both the physical circumstances and philosophical world view of twentieth century humanity. Physics is the fundamental science. The entire physical universe, from gluons to galaxies, from baseballs to black holes, is described by the laws of physics.

The Middlebury Physics Department recognizes the diverse appeal of physics and provides a major program flexible enough to accommodate not only students with a professional interest in physics but also those planning to enter such fields as medicine, engineering, teaching, or business. For the nonscientist the department offers two foundations courses, "Physical Reality and Human Thought" and "Introduction to the Universe," as well as two more applied courses, "Nuclear Technology" and "Structures and Machines."

Upper level physics courses provide depth in such fundamental areas as classical mechanics, quantum mechanics and electromagnetic theory, in fields of current research such as astrophysics, nuclear and particle physics, plasma physics and in applications including electronics. Senior physics majors apply their knowledge to an experimental or theoretical research project. Recent senior thesis topics have included studies of supernovae using some of the world's largest telescopes, control strategies for solar energy systems, laser holography, biological effects of ultrasound and studies in architectural acoustics.

The department is well equipped and its faculty members are active researchers in a variety of areas, including astrophysics, nuclear physics, laser spectroscopy, ultrasonics and physics education. Faculty members are readily available to students, and offer them the opportunity to work as undergraduates with professional physicists on problems of current interest.

OTHER ACADEMIC PROGRAMS

In addition to the regular departmental programs and majors there are other academic programs that cross departmental and disciplinary lines. There are also programs which, while not offering majors, nonetheless enhance the opportunities for study at Middlebury. (See pages 90 to 91 for other, off-campus, special programs.)

PROGRAMS WITH MAJORS

American Civilization

The American Civilization Program has developed a tradition of committed and spirited student majors who undertake to acquire an interdisciplinary knowledge of American experience. Specific courses in literature, history, political science, religion, philosophy, sociology and art lead to intensive junior and senior seminars, and finally to the writing of a senior thesis. The major has proven itself appropriate for a wide variety of academic or professional careers.

Classical Studies

The Classical Studies Program offers a broad, rigorous general education based on the careful study of the fundamental works of Greek and Roman antiquity, in English and in the original languages. These fundamental works cut across our disciplinary boundaries and even challenge the very idea of these boundaries. Courses in Classical Studies aim to cultivate literary taste, historical reflection, and philosophic inquiry, while giving students direct access to the Classical authors through intensive study of the Greek and Roman languages. The interdisciplinary nature of the program is reflected in a teaching staff that includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion and Art.

East Asian Studies

The term "East Asia" refers to China, Japan and Korea, and this interdisciplinary program covers common cultural heritage of the region. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments, exploring connections among the art and literature, history, intellectual heritage, social organization and cultural values of East Asian peoples.

Environmental Studies

Environmental Studies is an interdisciplinary major that emphasizes the natural sciences, economics, geography, sociology and philosophy. The program is well suited to students with interests in wildlife management, environmental geology, physical and cultural geography, environmental ethics and law, and resource economics. Middlebury's locale within the Champlain Valley and access to the nearby High Pond Nature Reserve affords opportunities for field work in these areas.

International Major

The International Major enables a major in an area other than a language or literature to do advanced work in that discipline in a foreign language, including advanced courses taken at one of the Middlebury College Schools Abroad or an approved equivalent.

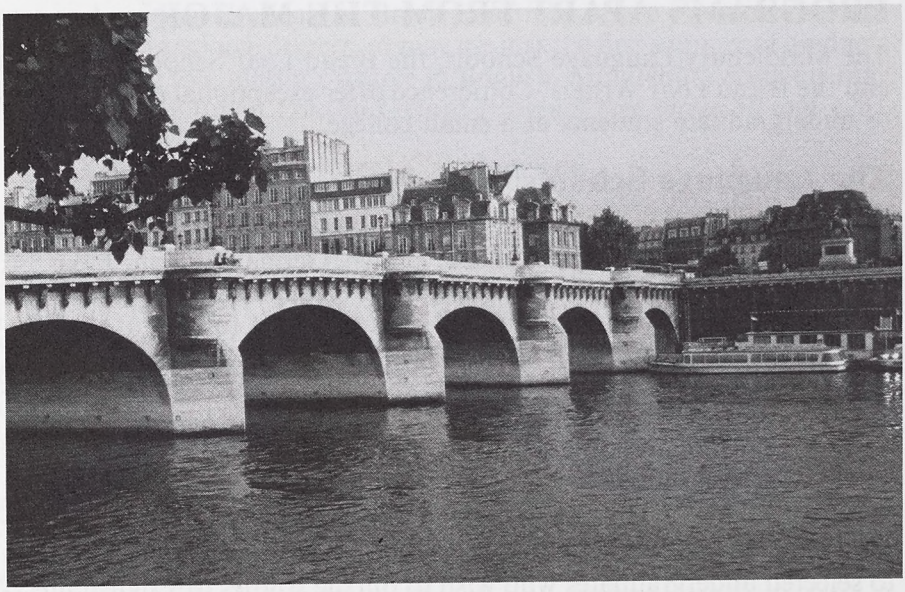
A student choosing the International Major in Economics (French), for example, could do work at the Institut d'Etudes Politiques and the University of Paris, while a student in Art History (Italian) might take courses at the University of Florence. International Majors thus develop, in addition to a general competence in the foreign language, a command of the vocabulary and terminology specific to their area of specialization and a familiarity with the discipline as practiced abroad. See department listings for specific requirements.

International Politics and Economics

The major in International Politics and Economics is a variant of the International Major that combines interdisciplinary work in political science and economics at Middlebury with study abroad. This program is particularly well-suited for students interested in international careers in business or government service. The International Politics and Economics major allows exceptions to the normal requirement of the full year of language study abroad, so that majors may attend language schools, such as the Middlebury school in Moscow, where only one term of study is offered.

Literary Studies

The College offers a unique combination of resources for the study of world literature. In addition to the wide range of courses offered by its distinguished departments of English Literature and American Literature and Civilization, it provides instruction of high quality in the literature of the classical and modern European languages (as well as Chinese). The Program in Literary Studies was conceived in order to make the full range of these resources available to students seeking to achieve a broad awareness of major literary achievements of different historical periods and cultures. Besides helping to develop such a comprehensive perspective, the Program—through its emphasis on study of the original languages—ensures a mastery of texts in at least one foreign language; it therefore enables students to complete their training by undertaking comparative work in depth in a specific literary period or genre, or intensive work in the literature of a single culture.



Northern Studies

This highly successful interdisciplinary field study and research program combining biology, geology and geography, is a joint venture of Middlebury and the Center for Northern Studies in Wolcott, Vermont. Because the climate and biota at the Center are essentially sub-Arctic, students in the semester in residence there gain direct field experience, living and conducting research in a truly northern environment.

Russian and Soviet Area Studies

The Russian and Soviet Area Studies Program encourages an interdisciplinary approach to the Soviet Union and its people. Students receive a foundation in Russian and Soviet history and develop an understanding of Soviet economics, geography and politics. Participants are also required to gain proficiency in Russian by completing three years of intensive language instruction.

Provided with this background, students are uniquely prepared to take full advantage of a semester of study at the Pushkin Institute in Moscow. Upon return from the Soviet Union, students take a senior seminar and/or project using their language and cultural skills in one of the following departments: Geography, History, Political Science or Russian. This combination of broad training in the social sciences and rigorous language expectations is intended to enhance the qualifications of the next generation of Americans who will be called upon to deal with the Soviet Union.

PROGRAMS APART FROM THE MAJOR

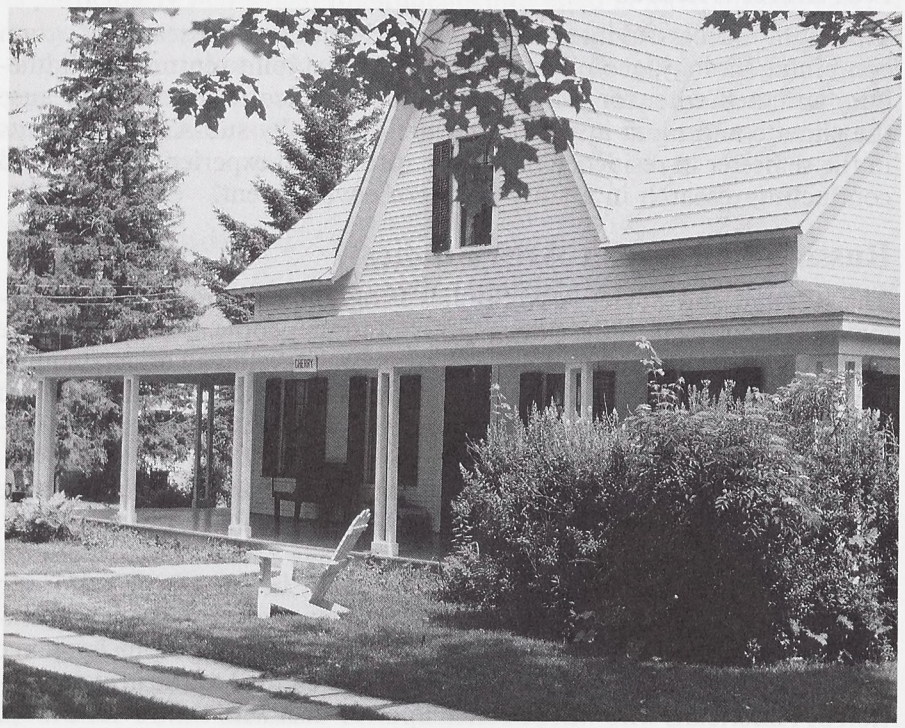
The Middlebury Language Schools, the Bread Loaf School of English and the Bread Loaf Writers' Conference offer exceptional opportunities to undergraduate students at a small college.

The Language Schools

Each summer the campus offers intensive study of several foreign languages and cultures: Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. Courses range from beginning to advanced and graduate level. Many students attend as preparation for one of the Middlebury schools abroad, to prepare themselves for other foreign programs, such as those in East Asia, or to begin earning credits towards a Middlebury advanced degree *(see also pages 225–227)*.

The Bread Loaf School of English

The Bread Loaf School of English conducts a six-week session each summer at the campus under Bread Loaf Mountain, and its courses are also open to selected undergraduates who wish to pursue studies of English litera-



ture and writing. Students at Bread Loaf may apply a summer's credit to their undergraduate degrees, or may use it as the first summer of graduate study leading to a master's degree in English. Middlebury students may also attend the Bread Loaf in Oxford Program *(see pages 50 and 226).*

The Bread Loaf Writers' Conference

At the Bread Loaf Writers' Conference, the oldest and most famous gathering of its kind in America, both aspiring and experienced writers are able to meet in workshops and in individual conferences with members of the teaching staff, which consists of some of the most distinguished writers in the country. Students become aware of the professional world of writing and writers, of editors and literary agents, and of the mechanics of publication. Special scholarships are available to undergraduates who wish to attend *(see page 226).*

New England Review and Bread Loaf Quarterly

The College publishes the *New England Review and Bread Loaf Quarterly*, featuring poetry, prose and criticism by the country's most distinguished writers. NER/BLQ appears four times each year.

The Program in Writing

The ability to express oneself clearly and thoughtfully in writing is integral to a liberal arts education and virtually all departments in the College demand a substantial amount of written work, so that students may have the opportunity to write and to receive criticism from both their teachers and their fellow students. For those interested in creative writing, sequences of courses are offered in poetry, fiction and non-fiction, and eligible majors in English may undertake Honors projects in creative writing in their senior year. Students majoring in disciplines outside the Humanities may satisfy the concentration requirement through work in creative writing. In addition to the courses taught during the regular academic year, interested and qualified students may apply to the summer programs offered at the Bread Loaf Writers' Conference and the Bread Loaf School of English. More information is available in the pamphlet entitled "Creative and Expository Writing at Middlebury."

Study Abroad

At least four out of every ten Middlebury undergraduates take advantage of the opportunity to study abroad during their junior years; many spend the whole year out of the country, and others simply one semester. More than half the students abroad attend one of the five Middlebury Schools Abroad, in Paris, Florence, Madrid, Mainz or Moscow, while others may

be found at other programs or universities in Europe, Africa, Latin America or East Asia. In all cases students wishing to study outside Middlebury are expected to demonstrate the relevance of their study abroad to their academic programs, and to show the importance of such study for their intellectual growth. Those going to countries where English is not the primary language are normally expected to have a command of the appropriate foreign language sufficient to allow them to do work at an advanced level, and summer study at Middlebury may be necessary to achieve that degree of fluency *(see page 227)*.

Middlebury at Oxford

Middlebury College is fortunate in its ability to offer its undergraduates opportunities to study at Oxford. Each year five sophomores are selected to read in English, History, and Politics, Philosophy and Economics at Lincoln and Worcester Colleges. They will be non-matriculated Oxford students, who undertake a regular program of study, for which they receive a year of Middlebury course credits. Several Middlebury students have received Firsts on their examinations, and one was subsequently awarded a Rhodes Scholarship.

Each year, qualified Middlebury upperclassmen majoring in literature may attend the summer program of the Bread Loaf School of English at Lincoln College, where they take a graduate seminar and a tutorial, earning two course credits towards their undergraduate program. They live in Lincoln College, in the center of Oxford, and are thus able to take advantage of the cultural opportunities of Oxford, Stratford and London.

Computer Science

A recent visitor to Middlebury's Computer Center found students and faculty working on a surprising variety of projects on the College's interactive time-sharing system. A freshman was using the computer to help determine the validity of a complex logical argument assigned in her philosophy course. A mathematics senior was putting the finishing touches on his thesis developing new methods to display three-dimensional surfaces on a computer terminal. One faculty member was examining the results of statistical analyses of data on the growth of the American economy. Another faculty member was exploiting the powerful text-editing features of one of Middlebury's microcomputers to prepare the first English translation of a Russian novel. And at the next bank of terminals. . . .

Middlebury students, in increasing numbers, are bringing their own personal computers to campus. The College provides computing support for these students, and this is most easily done when the computers are compatible with those brands of computers already in use on campus. The

College owns approximately 130 DEC Rainbow microcomputers, 70 Apple Macintoshes, and 20 IBM PC microcomputers; our libraries provide software on loan to students, and microcomputers can access our VAX "supermini" computers using modems and phone lines. Middlebury College currently supports the transfer of text files to our VAX computer (for example, to print documents on our laser printer) from the Rainbow, IBM-PC or compatible, Macintosh, or Apple II. Our software library for the Rainbow, IBM-PC and Macintosh is constantly expanding.

Computers are as ubiquitous at Middlebury as they are in society at large, and the College believes that computer science is both a challenge to and an opportunity for its liberal arts tradition. Classrooms and laboratories are equipped for computer use, and terminals and microcomputers are scattered across the campus. The Mathematics and Computer Science Department offers introductory, intermediate and advanced courses in computer science, while many other departments, in the Sciences, the Social Sciences and the Humanities use the computer in a variety of ways. New and exciting opportunities for the integration of computing into Middlebury's more traditional programs are constantly expanding. Students with a strong interest in computing can elect a Mathematics major with a Computer Science emphasis. They can also combine a Concentration in Computer Science with any of several majors, thus gaining a solid knowledge of computing and its applications *(see also page 106).*

Teacher Education

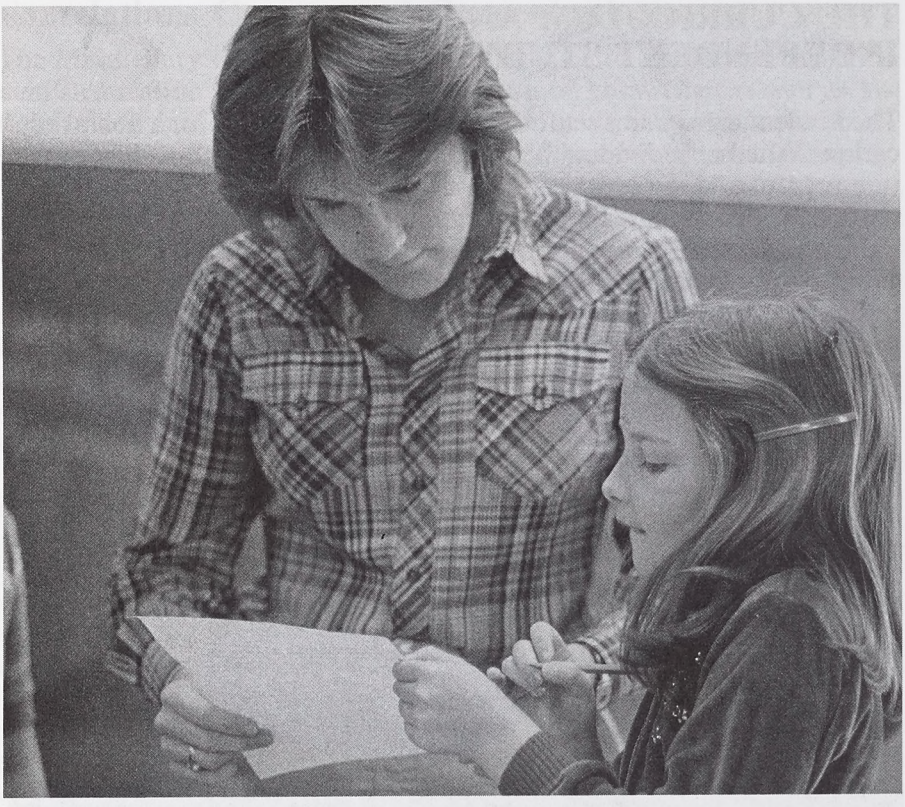
Although Middlebury does not have a major in Teacher Education, our Teacher Education Program has been very successful in preparing men and women for careers in elementary and secondary education. Students participating in this program fulfill a normal major requirement and complete a series of courses in Teacher Education that culminates in an extensive teaching practicum in one of the local public schools. Graduates of the Teacher Education Program can be fully certified by the State of Vermont for teaching in most of the states in the United States *(see page 217)*. An innovative new program—the Ninth Term Teacher Education Program—invites graduates of Middlebury to return to the College for an extra semester, at a modest cost, in order to complete student teaching in the Teacher Education Program.

Premedical and other Preprofessional Programs

Middlebury's strong science programs within the context of the liberal arts are well suited to premedical studies, and particularly to the increasing emphasis placed by health care today on the relationship between the physician and the patient. While premedical studies have never been easy, Middlebury takes great pride in the enviably high rate of acceptances of Middlebury graduates by medical schools in recent years.

The premedical program and several others—such as predental and preveterinary—demand that the student take a number of specific courses, though no particular major, as an undergraduate. Middlebury also offers the necessary courses to prepare students for entry into professional schools in the areas of law, business, engineering, architecture, forestry, nursing, environmental studies and others. For many of these there are particular courses which, while they may not be required, are strongly advised, and the College has a Preprofessional Committee which stands ready to counsel aspirants about the courses of study that will best meet their needs. The College also makes efforts to arrange internships to provide early exposure to the professions. Interviews and a careful review of qualifications are used to assist students in preparing their applications for professional schools, and it is expected that preprofessional students will maintain superior academic records to insure that they become strong candidates for admission.

Particularly able students may choose a combined professional school plan which allows them to leave Middlebury at the end of their junior year to begin professional studies. Such plans are available not only in medicine, but also in engineering, business and nursing. These plans make it possible for the student to earn both the Middlebury B.A. and the appropriate degree from the professional school. In addition, Middlebury

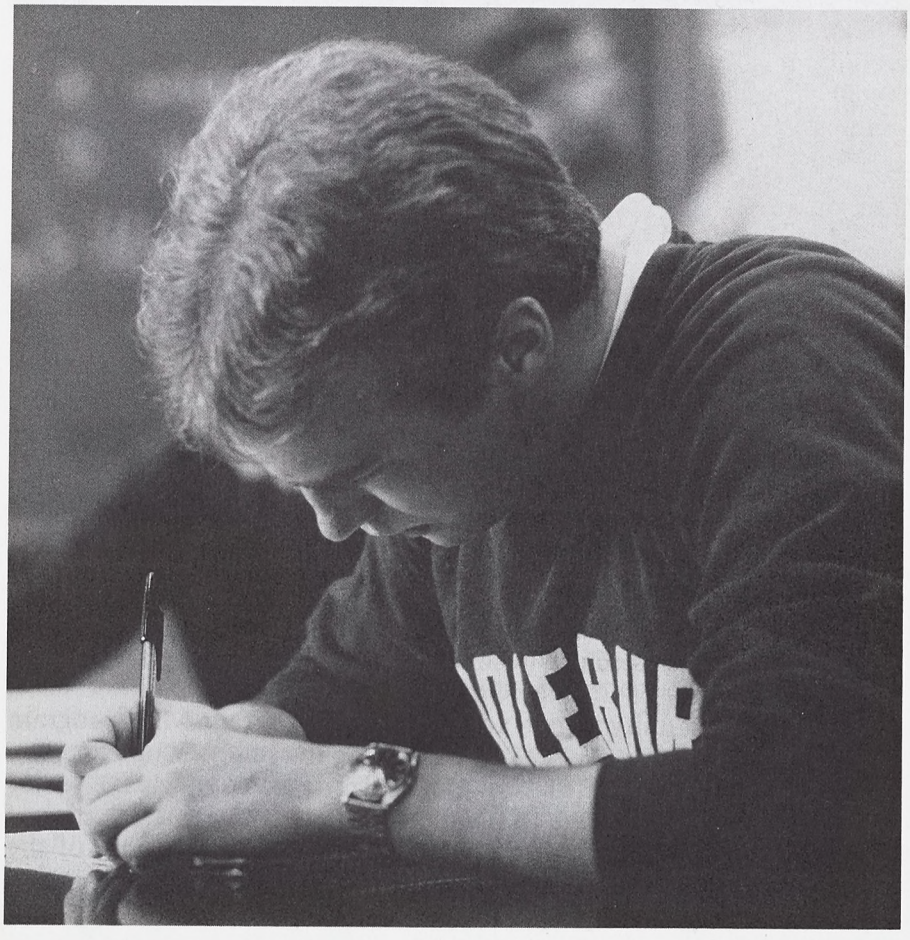


is cooperating with a few medical schools (e.g., Dartmouth, Rochester, Tufts) in an Early Assurance Program that makes it possible for exceptionally well qualified students, who are certain they want to pursue a medical career, to seek admission to a predetermined medical school at the end of the sophomore year. If accepted, the student completes the Middlebury B.A. prior to attending the professional school. Other programs permit early decisions on acceptance and deferred matriculation; allowing students to use their post-senior year for other commitments.

For students interested in a business career, Middlebury, in association with the University of Chicago Graduate School of Business, offers two juniors the opportunity to gain admission to the Chicago MBA program and begin their business school studies during the summer following the junior year. These students return to Middlebury to complete the senior year and may then continue to pursue the MBA at Chicago at anytime within three years of receiving the B.A. degree. The Chairman of the Preprofessional Committee offers special guidance to students pursuing any of these cooperative programs. (*For basic requirements see page 90.*)

THE CURRICULUM AND INDEPENDENT STUDY

The academic programs set forth above are benchmarks for a liberal education. Whether individual disciplines or special programs, they constitute fruitful and tested ways of developing in an orderly fashion important skills and insights. Yet at each point in the curriculum at Middlebury there is a recognized way for students with initiative, special talent, and a demonstrated ability for independent work to move in their own directions. The following paragraphs give a brief overview of the structure of the curriculum, and set forth the ways in which independent study is either expected or encouraged.



Foundations Courses and Concentrations

The Middlebury College curriculum is designed to assure that each student's education includes a certain breadth of knowledge as well as in-depth study in one area defined by the major. In consultation with an academic advisor, each student plans his or her curriculum so as to provide an introduction to a broad spectrum of ideas.

The College offers a series of foundations courses in the major departmental and program areas of the curriculum. Foundations courses are designed to offer introductions to major historical traditions, great ideas and great works. They will provide the foundations for further learning in the area of the course or in allied areas, and they will be designed to aid students in their choice of a major. Each student selects three of these specially designed one-term courses in three different divisions by the end of the sophomore year.

In planning his or her curriculum each student elects a concentration, in addition to the major. The objective, again, is to ensure some breadth as well as in-depth study in a student's educational program during the junior and senior years. A concentration consists of four or more courses, unified by a general principle. The concentration may be departmental or governed by an interdisciplinary theme. It involves work outside the major and substantially different from the major. The concentration must be in a division other than that of the major, and it includes courses beyond the introductory level. While departments and divisions regularly specify concentration patterns, students may also seek approval for an original concentration and the possibilities for the imaginative student are great. The student's concentration is submitted for approval by the Curriculum Committee before the end of the sophomore year.

Independent Projects

Students with strong records and a particular interest may apply to a department to substitute an independent project (numbered "500" in the course sequence) for a regular course. Such projects usually culminate in an extensive research paper, a major production, performance or portfolio of poems, paintings or prints.

Independent Study and the Major

Most departmental majors have great inner flexibility. There are some highly structured majors in which the nature of the discipline prescribes a necessary sequence of course work. On the other hand, great variety is possible in multi-disciplinary majors like Religion. Joint majors and double majors are not difficult to design and have been increasingly popular

in recent years. All departmental majors—even the most structured—encourage, if they do not insist on, independent work in the field during senior year. However, the ways of knowing are not confined to any college's current departmental structures and so Middlebury has an Independent Scholar program for those students whose talents and interests clearly would profit from programs they design themselves.

The College recognizes that a few outstanding students with clearly defined educational goals find that they cannot fulfill them within the framework of normal requirements, and the Independent Scholar program is designed to meet their needs. Independent Scholars plan their programs with the assistance of their faculty advisors, under the general oversight of the Independent Scholar Committee. Such programs may be broadly transdepartmental or may involve intensive study and advanced research within a single department. Normal restrictions as to numbers of departmental courses are waived with the understanding that the student will fashion a program with appropriate focus, and that work accomplished outside the normal curricular structure will be equivalent in level of achievement to that required in the normal A.B. program. An Independent Scholar's studies may include multiple credit independent projects, off-campus study, non-departmental programs, and interdepartmental majors as well as more intensive departmental majors.

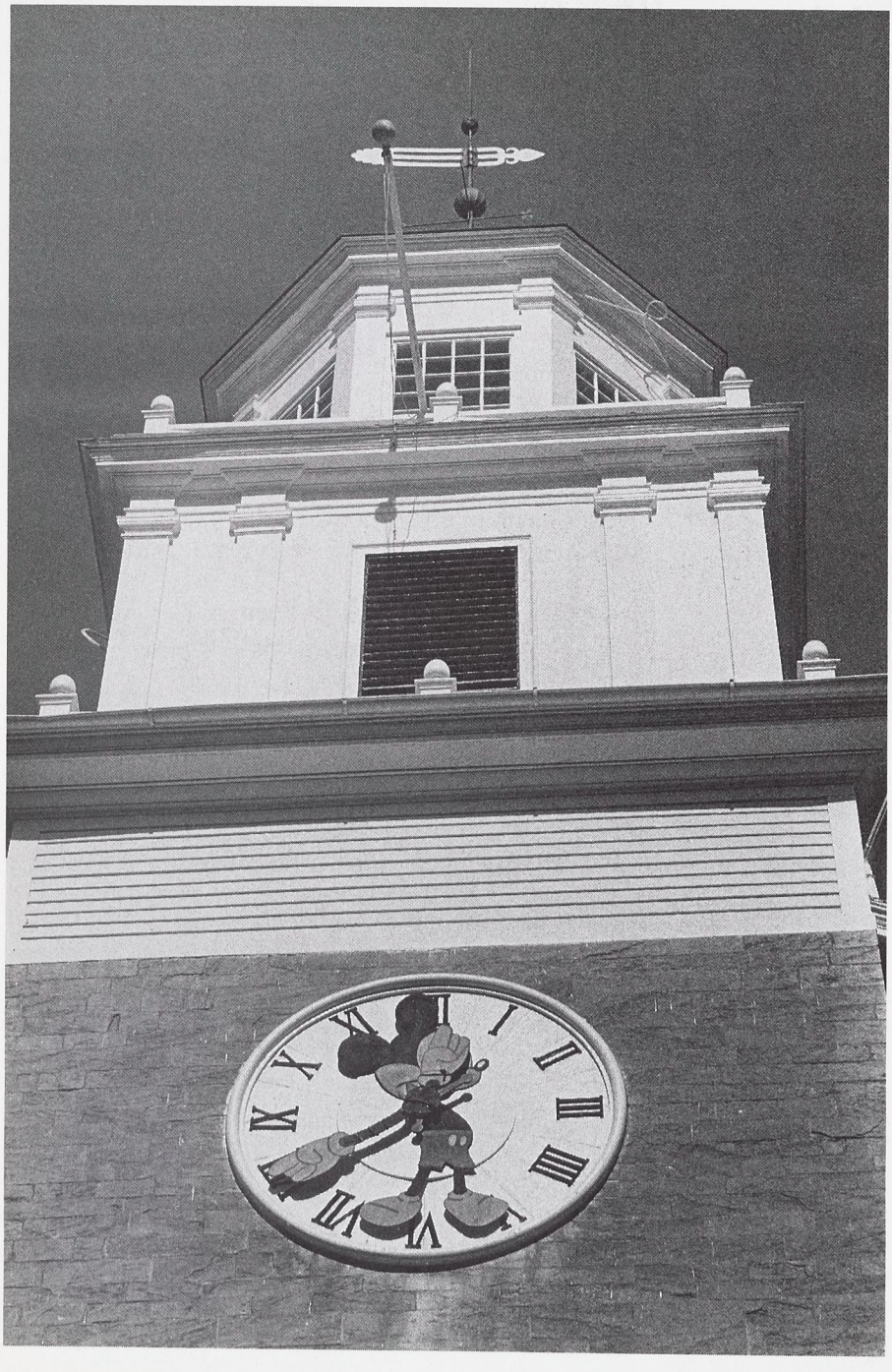
Phi Beta Kappa and the Liberal Arts Tradition

Phi Beta Kappa was founded in 1776 by five students from the College of William and Mary meeting in the Apollo room of the Raleigh Tavern. It was created as a "philosophical society" devoted to the discussion of political and academic issues. The spirit of the organization is embodied in the phrase *Philosophia biou kubernetes*, let the love of wisdom guide you through life.

Jeremiah Atwater, the first president of the college, brought the tradition of *Phi Beta Kappa* from Yale University to Middlebury. Our chapter is the thirteenth oldest continuously-active chapter in the nation and was one of sixteen which in 1883 formed the national organization, the United Chapters of *Phi Beta Kappa*.

The active members of the chapter, faculty who were initiated into the chapters of their own undergraduate institutions, continue a tradition of celebrating excellence in the liberal arts. The chapter sponsors lectures, inducts new members, and occasionally awards the *Phi Beta Kappa* prize to an exceptional senior whose accomplishments are beyond the normal scope of the curriculum. A small number of seniors are inducted into the chapter in the fall, on the basis of their first three years at Middlebury College. Just before graduation, at a second ceremony, the rest of those

to be honored are inducted into the chapter. The invitation to join is a recognition by the faculty in the chapter of outstanding performance in the pursuit of the liberal arts education.



A Sense of Life: Patterns in Time

Four years: Most students take four full years to complete their A.B. degree. There is nothing sacred about this tradition, however, and today it is more and more common to find students who interrupt their educations for a semester or a year, or those, on the other hand, who accelerate their education through summer study at the Middlebury Language Schools and the Bread Loaf School of English. Yet for most the normal pattern of four years—freshman through senior—remains the ideal way to undergo and enjoy the development in one's intellectual, social and spiritual life that college can generate.

Students arrive, then, as freshmen—most in September, but many in February. As freshmen, they must complete a writing requirement, and most of them also begin to experiment with courses that may lead to a choice of major. By the sophomore year a preliminary choice of major has been made. This allows students to make a serious test of their prospective interest while there is still time to consider other options if their first choice proves inappropriate. By having a departmental identification, it is also possible to have a functioning advising system for sophomores. By junior year students will have firmly decided their majors and probably half of their course work will be in that area. In senior year, departments offer some special senior work such as a thesis, seminars or a general examination, which are designed to promote in-depth research and an integration of knowledge.

A single year: 4-1-4 Curriculum

The pattern of a single year at Middlebury consists of a fall term of 12 weeks ending at Christmas vacation, a winter term of 4 weeks in January and a spring term of 12 weeks ending in mid-May. In the fall and spring terms, the normal course load is 4 courses, but students may with permission take 3 or 5 courses in a term. This allows students to vary their academic load in a single term in light of the overall pattern of their educational program. In the winter term, students take one intensive course.

The 4-1-4 pattern has several advantages. It allows the college year to follow the rhythm of the calendar year so that fall term is completed before the Christmas vacation. Rather than let the January period lie fallow either through an extended vacation or a "reading period," the faculty has chosen to use that time for curricular innovation. The winter term opens up teaching possibilities at the College that are simply impossible in any conventional term. The clearest example of a unique possibility that can be realized in winter term is the extended field investigation. When students are involved in four courses simultaneously, they cannot take off for three weeks to study marine, freshwater and terrestrial organisms in Guatemala, see first-hand the relationship of modern Peruvians to their past or take part in the College's internship program by working in the emergency room in a large metropolitan hospital—all projects which have been undertaken during winter term.

In the winter curriculum, faculty are able to try new ventures not easily fit into a fall or spring term. Exotic areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. Some recent entries: The Economics of Health Care; The Art and Physics of Structural Engineering; In Search of the Historical Jesus; Prison, Culture and Structure; Accounting with Lotus 1-2-3; Thanatology—Study of Death and Dying.

In certain disciplines great efficiencies in learning can be accomplished by an intensely concentrated period of study on a single technique, problem

or body of material. Several language departments, for instance, have been experimenting with intensive introductions to language in the winter term.

Independent Study in winter term: In addition to the curricular offerings by the faculty, extensive possibilities exist for qualified students to pursue independent projects during the winter term. In addition to the normal independent research project akin to the "500" courses in the regular terms two unique possibilities in winter term are:

Internships: Students are permitted to take ungraded internships in various professional areas: law, medicine, architecture, communications, teaching and so on. The internship may be off-campus—some have been as far away as the mayor's office in Bremen or a clinic for autistic children in London—or it may be working in the office of a local attorney or at the University of Vermont Medical School. In all cases, internships involve significant exposure to the essential work of a profession. Mere bystanding or routine clerical work is not sufficient to qualify a position for an internship.

Student-Led Courses: These permit small groups of students to study under the guidance of one of their peers who has exhibited expertise in an area not included in regular semester programs.

A Sense of Life: Improvisation and Theme

Freedom

The most immediately obvious fact of life at most colleges is freedom. Freedom is everywhere in contrast to high school. No proctors record a missed class, no study halls are required, assignments become more substantial and there are long periods when no one is marking and admonishing as students prepare the materials on which they will be evaluated. In short, this freedom from structure means that responsibility rests with the individual student to take on the task of his or her education. To the extent that this can be done, Middlebury looks for the student who knows how to superintend freedom.

Freedom relative to academic performance is the major public responsibility that every student has to take on, but freedom in the larger life pattern of the College is also a fact which must be accepted responsibly. The College has an immense Handbook full of pages of data, admonitions, procedures, standards and what not, but there are precious few College social rules. The Dean of Students likes to sum it up by saying that the primary College rule is "Be considerate." In general, students manage their own social life. The current nostalgia for the decade of the 50s (or the 20s) has not yet turned anyone's taste back toward the carefully chaperoned dances, or the rule which forbade men to be on the women's side of the campus after 10 p.m. Most of the College dormitories are co-educational in some fashion or other: by wing, by floor section or corridor. The effect of co-educational dormitories on the whole has been salutary. Insofar as living arrangements are a sign of respect for the maturity of the young people who come to the College, they become an instrument in sustaining that maturity. In terms of the Dean's rule of "considerateness," coeducation in general and the current College residential policies appear to be positive factors in encouraging that virtue.

Community

If cross-country racing presents a figure for the diligence which makes talent productive, there is also the "loneliness of the long distance runner" to be reckoned with. Any Dean of Students or counselor will recount that loneliness is a primary worry of college students. One suspects that the better the college, the more often the complaint is heard. This is not surprising. Young people who show the kind of intellectual achievement that gains them admission to a very selective college have necessarily spent a lot of time wrapped up in books, writing poems, laboring over lab reports and the like. A lot of life's satisfactions have been in the world of ideas and imagination and some of this may exact a toll on the easy flow of

social life. Middlebury does have its share of loneliness—finally no one but the individual student can master the academic tasks—but there are many factors at the College which run counter to isolation and create community. A few are worth special mention.

The strong point of the large university is the size and variety of its departments and curricular offerings. What is sometimes hard to find, however, is the sense of community between students and faculty. Individual teachers may be as warm and generous and open as possible,

but sheer statistics make it impossible for any individual student to have much of a claim on their time. One of the advantages of smallness is that students, during their careers, will see particular faculty members in different courses working with their subjects at different levels. Professors do not exist simply to pump knowledge into the heads of students; because students and faculty members come to know each other, teachers can become living examples of the values of the intellectual life and the disciplines they profess.

The College's rural setting has a strong influence on the development of the community. Its members cannot depend upon the commercial delights of the city, and thus there is a necessary and pleasantly improvisational quality to social life at Middlebury. Established social groups, fraternities, and student activities exist and are open to virtually any student. Many of the Middlebury fraternities admit women and there is an easy passage back and forth between fraternity members and the students "on the hill." The fraternities run an "open rush" which is essentially a self-selection system of affiliation. The fraternity example of openness is matched in all organizations. Anyone who shows even a suggestion of interest in joining up at anything, from KDR to a weekend birthday party for the student down the hall, is likely to be swept in and told to provide the potato chips.

Social activity is primarily free floating and small scale. It ranges from intellectual groups to folkdancing, from the serious and sedate, to the noisy and boisterous. The Winter Carnival Ball always attracts a crowd. Big events may be the appearance of Oscar Peterson or a student production of *One Flew Over the Cuckoo's Nest.* Movies are constant fare in Dana Auditorium with two or three showings a night from the Cinema Club, the American Movie Club or the Student Activities Board and are shown as "tension breakers" during exam time. Middlebury is an outdoors campus and much of the out of classroom life takes place on the Long Trail, on the ski slopes or in white water.

Whether students who choose Middlebury are already open and democratic in their tendencies, or whether the College encourages and supports that outlook, the result is a student community with very little stratification. Individualism is respected, and there is little pressure from any dominant group to conform to particular ways and outlooks. Perhaps it is a happy accident that the entire student body moves from dormitory to dormitory almost every year; at all events, this keeps at bay the kind of territorial imperative that would permit a special elect to hold on to the best places. And because living arrangements change each year, students are forced (if they are not already so inclined) to learn to live with and to respect a great variety of their neighbors.

Extracurricular Activities and Student Government

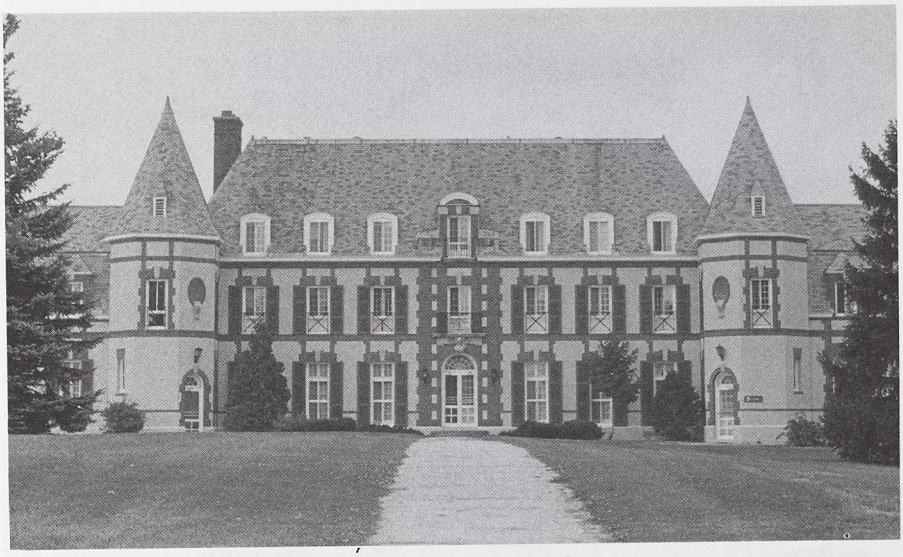
At last count there were 65 student organizations which had formal constitutions approved by student government. These run all the way from special interest groups like the photo club through the religious groups to the large and traditional college organizations: the newspaper, the year book, the literary magazine, the radio station and the student government.

The College newspaper, *The Campus,* is probably the most provocative student voice, and its opinions often precipitate heated discussion among administrators, faculty and students. The radio station, WRMC, is a one hundred watt educational station which has an exceptionally committed staff. There is something, evidently, about dominating the air waves for an hour which brings students to work around the clock. During the academic year programming features music, sports, interviews and news, and in the summer the emphasis is on the fine arts. The literary magazine, *Frontiers,* has recently branched into photography and the graphic arts and continues to publish poetry and prose from students and faculty. The yearbook, *Kaleidoscope,* is well named since it never seems to appear in the same format twice. A new journal, *Section 8,* is devoted to the visual and performing arts at the College.

The student-run Middlebury College Activities Board has the responsibility for initiating, planning and presenting major programs of interest. Visiting lecturers, big-name rock groups, folk singers and a host of other social activities are produced and financed by MCAB.

The big social event of the year is, of course, the Middlebury Winter Carnival which features not only outstanding ski events but a round of mid-winter parties, a Carnival Ball, an ice show and nationally known entertainers. The four-day Carnival is believed to be the only remaining student-organized, student-financed Carnival in the East. Homecoming in the fall, and the May Day festival are other special occasions for celebration and good times.

Student government arrangements at Middlebury are evidently unique.



The main body of student government is called the Student Forum. This body is composed of representatives of the advisory councils of the thirty-one academic departments. Each academic department has an advisory council of students who assist in curricular planning, make recommendations on appointment and reappointment of faculty and serve as a general instrument of communication between departmental faculty and the students. The student chairpersons of these advisory councils serve *ex officio* on the Student Forum. The advantages of this system are considerable. The student government reflects a broad spectrum of the intellectual interests of the College and, by relating the student government to the College's departmental structure, it has been possible to give the student government some of the stability which it previously lacked. In addition to departmental representatives, about one-third of the Forum is elected at-large. Special elections are held for freshman representatives.

The Student Forum has direct responsibility in the expenditure of the student activities fee, which amounts to over $150,000 in aggregate in any year. More importantly, the Forum appoints all the students who serve as voting members on the various faculty and administrative councils of the College, thereby ensuring students a voice in matters of most concern to them.

The major all-College council for student life is the Community Council, which is co-chaired by the Vice President of the Student Forum and the Dean of the College. All students who serve on faculty councils attend faculty meetings with the right to speak on issues relating to their committees.

MEMORIAL FIELD HOUSE

Sports: Intercollegiate, Intramural and Individual

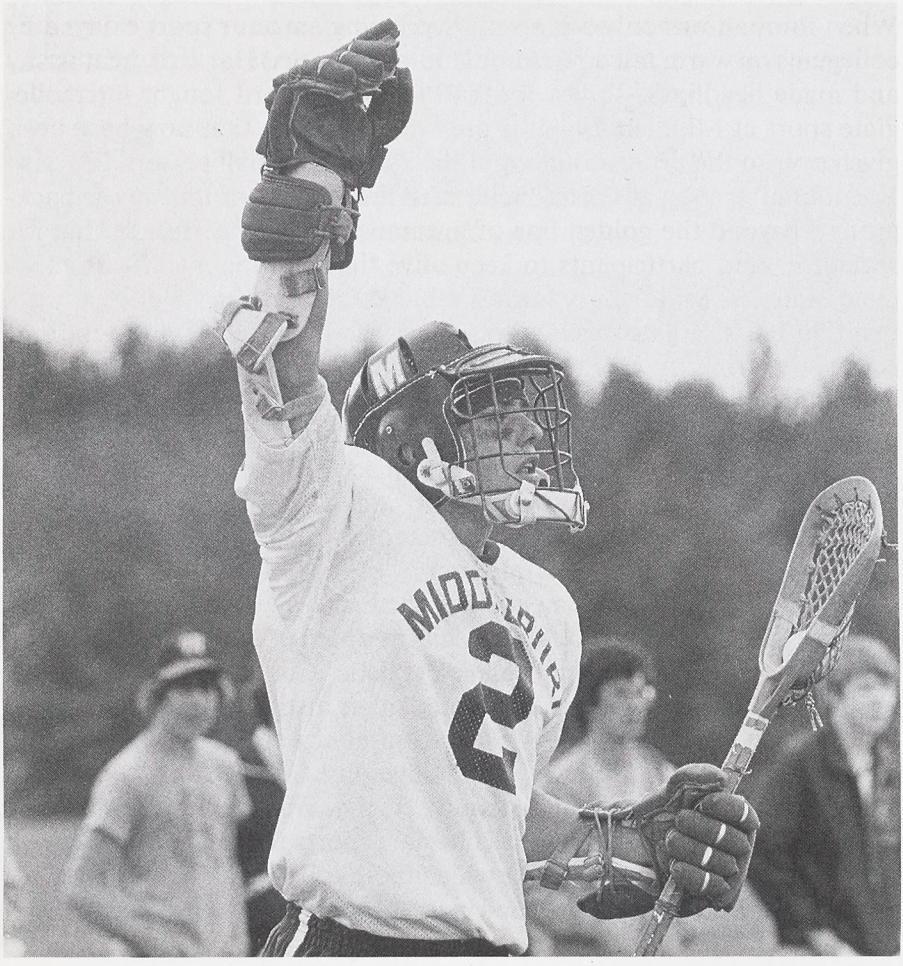
When football was only a pleasant if grueling amateur sport enjoyed by collegians on warm fall days, Middlebury teams tied Harvard, beat Army and made headlines. Today, football remains a hard fought intercollegiate sport at Middlebury—it is only the headlines that now have been given over to the professionals and the "major football powers." A crisp Vermont afternoon at Porter Field, with the mountains blue in the background beyond the golden line of autumn trees, is a perfect setting for spectators and participants to keep alive the traditional spirit of collegiate athletics. Middlebury has no athletic scholarships; it does not depend on massive gate receipts to underwrite its intramural program; it is removed from the world of the instant replay and sports whose chief end is public relations. The College's intercollegiate athletic program is based on the belief that people play for the love of the game and for the zest of competition. It searches out excellence in prospective student athletes and expects them to give of their talents, but continually stresses that this is *collegiate* athletics, a program of sports in harmony with Middlebury's overall educational program.

Middlebury College is a member of the Eastern College Athletic Conference (ECAC), the National Collegiate Athletic Association (NCAA), and the Northeast Intercollegiate Athletic Conference (NIAC). In 1970–1971 Middlebury joined with nine other institutions in forming the New England Small College Athletic Conference (NESCAC). This conference consists of: Amherst, Bates, Bowdoin, Colby, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan and Williams. NESCAC's aim is to ensure that collegiate sports remain consistent with the educational philosophies for which these colleges are noted. Yet Middlebury fans have been very pleased in recent years with the excellent records of many of their men's and women's teams.

Intercollegiate

The men's intercollegiate sports program includes: football, soccer, cross-country, basketball, hockey, alpine and nordic skiing, tennis, baseball, golf, track, swimming and lacrosse. The women's intercollegiate program includes: field hockey, soccer, tennis, cross-country, basketball, hockey, alpine and nordic skiing, squash, swimming, lacrosse and track. There is also a junior varsity program in most intercollegiate sports.

The College provides its students with their own ski areas—the Middlebury College Snow Bowl and the Carroll & Jane Rikert Ski Touring Center. With an unusual variety of groomed slopes and trails, the Snow Bowl is ideal for novice and expert alike. Snow making equipment was



installed in 1984. Two double chairlifts and two pomalifts serve thirteen trails and slopes, a total of twenty miles of skiing, dropping 1,200 vertical feet. The Carroll & Jane Rikert Ski Touring Center adjacent to the Bread Loaf Mountain campus includes 50 kilometers of carefully maintained trails for cross-country skiing. On the main Middlebury campus, fifteen miles away, the Snow Bowl operates a 3.5 kilometer cross-country trail, the longest lighted course in the country. The College, its racers, and its alumni have been prominent in the world of skiing, and its men's and women's teams have been winners of recent regional and national ski championships.

Physical Education

Middlebury has a physical education program that stresses lifetime sports—those sports that can be enjoyed long after one's college days are past. Students are expected to qualify in three seasons of lifetime sports, either through intercollegiate competition or by taking a program of instruction. Instruction is available in 28 such sports. Among the lifetime sports offered are dance, golf, karate, swimming, riding, badminton, skating, skiing, squash, ski touring, scuba diving, archery, cycling, conditioning and platform tennis.

Intramural and Club Sports

Intramural sports play a large role in campus recreation with a varied program of activities to meet the competitive and recreational needs of all students. Competition in the Intramural Sports Program is organized in the form of leagues, tournaments and special meets or events. Most of the intramural programs are co-ed. Intramural games are scheduled in basketball, track, golf, soccer, lacrosse, tennis, relays, badminton, touch football, volleyball, hockey, softball and swimming. A club sports program includes squash, frisbee, martial arts, cycling, polo, riding, scuba, and separate men's and women's rugby and volleyball teams.

Individual

Individual sports and recreation opportunities include a swim in the indoor pool, skating on the artificial ice rink, downhill and cross country skiing, golf on the College's 18-hole course, a bicycle ride in the country or an overnight hike on the Long Trail. Middlebury's rural setting offers unlimited opportunities in mountaineering, hiking and canoeing—all promoted with enthusiasm by the Mountain Club which provides training and equipment to the adventurous.

Students in Service to the Community

Students who come to Middlebury from both large cities and small towns will be impressed with the strong and growing network of social services in the area. Situated in a rural state with low population density and surrounded by farmland, Middlebury, as the county seat of Addison County, houses many of the social service agencies in the region. The proximity of these agencies to the College campus offers students a unique opportunity to participate in the life of the town and surrounding community. Each year over 200 students volunteer in one of the several programs with which the College is affiliated.

One of the oldest programs involving student volunteers is the Community Friends program. Community Friends provides College students with a 1:1 match with someone in need. The students may choose their "friend" from the following three groups: children between the ages of 6–12 (similar to the Big Brother/Big Sister Program now enjoying nationwide success); the elderly; or the mentally retarded. The students meet with their "friend" for a few hours each week and participate in special social activities scheduled throughout the year. Through all these matches students fulfill a critical need while at the same time expanding their own social networks.

Porter Medical Center is within walking distance and provides volunteer opportunities not only for those students who plan to go on to medical school but also for students interested in accounting, social work, plant management and many other areas.

The Volunteer Income Tax Assistance program (VITA) uses students to assist community residents who could not otherwise afford assistance with their income tax forms. Interested students commit two hours a week and attend a series of training sessions led by an I.R.S. representative. VITA volunteers not only provide a beneficial service, but in so doing, also gain valuable practical experience in a potential career field. Guardian Ad Litem is a volunteer program in which students serve as legal guar-

dians to mentally retarded adults who live in institutions or in the community. Students become acquainted with their legal charges and with their histories, while at the same time learning first hand about our legal system.

There are many other ways in which students serve the community. Students volunteer at the various day care centers in town, provide tours at the local Sheldon Museum, serve as readers to the blind and much more.

Community service programs at Middlebury are a two-way street: while offering students an opportunity to complement their academic, career, or social interests, the programs also allow the students to fulfill a valuable and much needed role in the community.

Requirements, Facts and Facilities

Graduation Requirements

1. A student must successfully complete 36 courses. Only six courses with D grades may count toward graduation.
2. Enrolled students must take a winter term course.
3. Students may not elect more than 16 fall or spring term, or more than two winter term courses in their major department.
4. All students must take in the freshman year one of the courses in the writing program.
5. Students must elect one foundations course in three different Divisions of the College: Humanities, Natural Sciences, Social Sciences or Foreign Languages.
6. In addition to a departmental major (or its equivalent) students must elect a concentration in their upperclass years. A concentration is a structured program of 4 or more courses.
7. A Physical Education Program based on the options and opportunities indicated in the departmental section of this catalog is also required.

Motor Vehicles

All students are permitted to have or to operate a motor vehicle.

Residence Halls

Middlebury is a residential college and students are expected to live in College residence halls. Students must receive special permission from the Dean of Students to reside off-campus.

Reservations are made by upperclassmen during the spring for the following year, and all rooms are assigned subject to residence halls regulations. Occupants are liable for any damage to the residence halls and their furnishings. A student may be required to withdraw from college or be subject to lesser disciplinary penalties for failure to respect residence halls

regulations. The College does not accept responsibility for loss of money or other personal property or damage thereto. The Dean of Students reserves the right to remove from a student's room any item which constitutes a safety or health hazard or seriously interferes with the maintenance of the building.

Rooms are ready for occupancy in September on the day preceding the first college exercises and, except for seniors, are vacated on the day following the student's last final examination. Residences are closed during the Christmas vacation and students may not have access to rooms during that period.

Residence Halls are furnished with single or double-deck beds, mattresses, desks, dressers and chairs. Bedding, pillows and other accessories are furnished by the occupants. The comprehensive fee includes heat, electricity and custodial service. Students provide their own laundry service.

Student Counselors in each section of the freshman halls work closely with the Deans and the freshman advisers.

Students are expected to take their meals in the College Dining Halls unless excused by the Dean of Students.

Health Services

The College offers students basic primary health care in and through the George Parton Health Center, the Center for Counseling and Human Relations and the Sports Medicine Center. The Health Center is a nurse oriented clinic. It is staffed twenty-four hours a day by trained, experienced nurses who examine and treat most common health problems as well as provide health education and referral. The Health Center nursing staff is supervised by a Medical Director/physician, who is available to see students by appointment. In addition there are limited inpatient facilities available at the Health Center. If a student needs to see a physician at a time other than the College physician's scheduled hours, he or she may be seen at the Porter Medical Center Emergency Room, which is located nearby and is staffed twenty-four hours a day by a physician. Emergencies are handled by Porter Medical Center. Extensive medical facilities are available at the Medical Center Hospital of Vermont in Burlington.

The Counseling and Human Relations Center is staffed by two full-time psychological counselors, a part-time counselor, and a part-time psychiatric consultant. In addition to short-term therapy, diagnosis and referral, the Center offers a variety of outreach programs on campus dealing with drugs, alcohol abuse, interpersonal relations and other issues related to campus life. The staff of the Center also provides peer counseling training for the Junior Counselors in all freshman residence halls. The Sports Medi-

cine Center, which is located in the Memorial Field House, is supervised by a physician and includes two athletic trainers and a physical therapist.

Advising

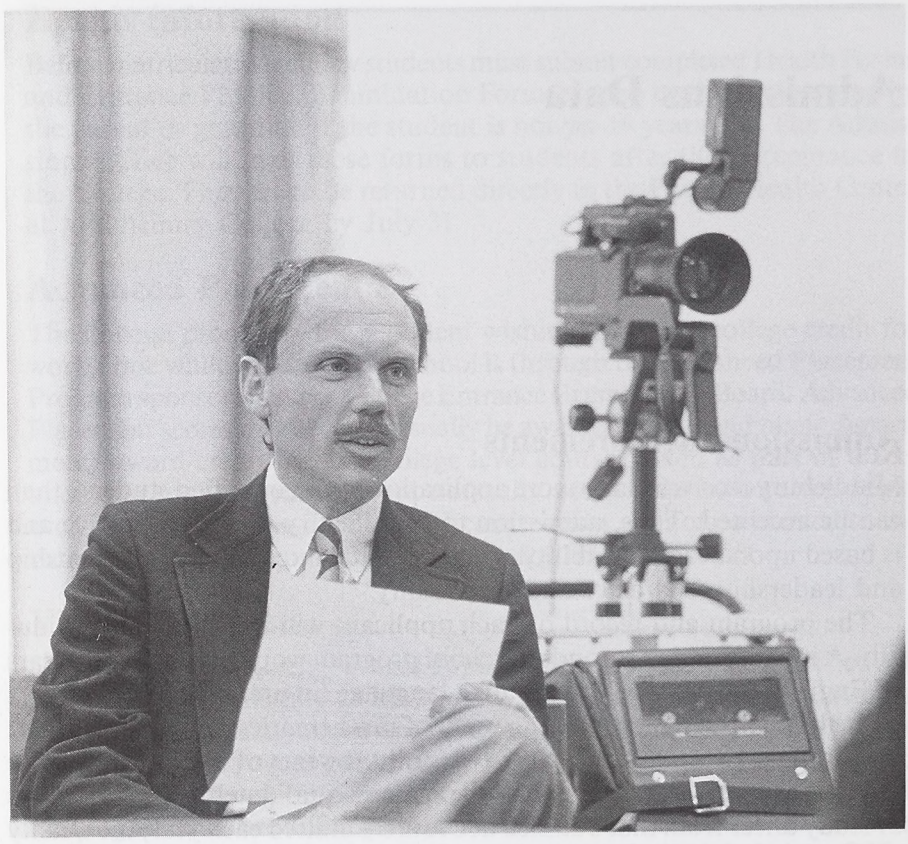
Every freshman is assigned to a member of the faculty or administration who acts as his or her academic adviser throughout the year. Generally, academic advisers have between 6 and 8 students for whom they are responsible. After freshman year students work with a faculty advisor in the department in which they have chosen to major. In addition, there are many other offices on campus to which students may turn for counseling and advising including the Dean of Students, College Chaplain, Health Services, Career Counseling and Placement, and Student Activities Office.

Religious Services

Middlebury College welcomes students of all religious faiths, and it views the religious diversity of its student body as a strength. Historically the College has had close connections with the Protestant Christian tradition, and it offers in Mead Memorial Chapel a program of regular services, non-denominational and interfaith in spirit but Christian in emphasis. The outstanding Middlebury College Choir presents a broad repertory of sacred music in the course of the year at the Chapel services. The Interfaith Council, composed of representatives from each of the active religious groups on campus, sponsors lectures, discussion groups, and other special events during the year. The Newman Club is the Roman Catholic organization on campus. A Roman Catholic Church is situated immediately adjacent to the campus. The Hillel Foundation maintains an active program for Jewish students. It also sponsors weekly Shabat services for the Middlebury Jewish community. The Christian Fellowship is an active group for evangelical Christians which sponsors weekly Bible study and prayer groups. Other groups including Christian Science, Lutheran, Quaker and Buddhist groups are active on campus. Various Protestant denominations are represented in the town of Middlebury.

Career Counseling & Placement

The Office of Career Counseling and Placement, located in Adirondack House, offers a wide range of services to all students. The office is a central source of information on career planning, graduate studies and employment opportunities. Counselors are available for personal counseling, assistance with clarification of goals, exploration of career options, development of effective resumes and letters, discussion of interviewing techniques, and assistance with graduate and professional school applications. During the academic year CC&P staff members, representatives from var-



ious organizations, and alumni offer special workshops, seminars and presentations relating to different career interests. Information is also available on various off-campus programs, including spring-break externships for sophomores and juniors with Middlebury alumni. The office arranges campus interviews with representatives from graduate schools, corporations and other employing organizations who have interest in candidates from Middlebury. The Career Resource Area contains a variety of materials on careers and jobs such as directories, annual reports, brochures and listings of permanent and summer opportunities as well as graduate and professional school information.

A Credentials Service is also offered to students and alumni of the undergraduate program, students enrolled in a degree program and degree recipients of the Language Schools, Bread Loaf School of English, and in the Sciences. A credentials file is a compilation of material supporting a candidate's application for admission to graduate or professional schools and employment.

Admissions Data

Admissions Requirements

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship and leadership, character and personality.

The program and record of each applicant will be assessed individually. A recommended secondary school program would include four years of English; four years of one foreign language (in preference to two years of each of two languages); four years of mathematics and/or computer; two or more laboratory sciences; two or more years of history; and some study of music, art or drama. However, many candidates whose programs of study differ from that outlined above are admitted each year; the quality of an applicant's secondary school achievement, especially in the two final years, is the factor of primary importance.

All applicants must take standardized tests, and have the scores submitted to the College. To present their greatest strengths, applicants should submit any *one* of the following:

1. the SAT and three Achievement Tests, including one in English Composition;
2. five Achievement tests in different subjects, including one in English Composition;
3. the ACT (American College Test) academic tests.

College Board Tests must be completed no later than January of the senior year. The majority of students admitted to Middlebury present scores of at least 600 on each section of the Scholastic Aptitude Test and rank in the upper fifth of their classes. Applications are welcomed from students whose rank and test scores are not in this range if they are judged to have a particular contribution to make to the student body.

Health Information

Before matriculation all new students must submit completed Health Forms and Entrance Physical Examination Forms signed by the student and by the parent or guardian if the student is not yet 18 years old. The Admissions Office will mail these forms to students after their acceptance to the College. They are to be returned directly to the Parton Health Center at Middlebury College by July 31.

Advanced Placement

The normal procedure for a student wishing to receive college credit for work done while in secondary school is through the Advanced Placement Program sponsored by the College Entrance Examination Board. Advanced Placement scores of 4 or 5 will usually be awarded credit, and many departments award credit for 3s. College level courses taken as part of a secondary school program are not normally acceptable for transfer. However, a student taking college level courses that are not connected to the secondary school program may apply for transfer credit.

Visiting Students

Middlebury College encourages applications from students at other colleges who wish to study at Middlebury for the spring semester. Admission is contingent upon an applicant's academic record, his/her stated reasons for studying at Middlebury College and space availability. Applications for the spring semester should be submitted by December 1. Visiting students are not degree candidates but are entitled to take courses from all departments. For more information consult the Admissions Office.

Annual Expenses for Students

Middlebury College has adopted a comprehensive fee of $15,500 which includes all charges, except sickness insurance and the $80 student activity fee. In addition to the fixed expenses included in the comprehensive fee, students must, of course, be prepared to meet the cost of their books and supplies, clothing and incidental expenses which come to an average of about $1120. Travel costs are *not* included in this figure *(see page 235).*

Financial Aid

Through a program of grants, loans and jobs the College seeks to provide financial assistance to all students who would otherwise be unable to attend Middlebury. In recent years the College has been able to meet the full demonstrated need of all students requiring financial assistance. Each year the College makes financial aid awards in light of the provi-

sions outlined on page 237 of this catalog and in the booklet, "Financing Your Middlebury College Education." An applicant must file the College Scholarship Service Financial Aid Form (FAF), Side I and Side II, and dependent students must submit a copy of the parents' complete tax return including W-2s and business returns. A copy of the student's tax return is also required. Our booklet, published each year, presents detailed statistics on students receiving aid at Middlebury as well as the specifics of program regulations and application procedures.

Grants

Grants are awarded on the basis of demonstrated need. Grants are derived from College funds, the federal Pell Grant program or the Supplemental Educational Opportunity Grant (SEOG) program. Students must apply annually for grant aid but need not undertake a special application procedure to be considered for specific College grants or scholarships. The College will designate scholarship recipients on the basis of a student's eligibility for a particular fund. In addition to applying for a Pell Grant, students from the states of Alaska, Connecticut, Maine, Maryland, Massachusetts, New Hampshire, Pennsylvania, Rhode Island, Vermont and the District of Columbia must apply to their state agencies to determine their eligibility for state grant assistance. Applications are usually available through high school guidance offices; students attending a school in another state should contact their State Higher Education Assistance Agency for the appropriate forms.

Loans

Loans are available to eligible students from the following sources: 1) the federal Carl D. Perkins Loan Program; 2) the various State Guaranteed Student Loan Programs (GSL); 3) the parent loan programs of many states (PLUS); 4) the privately sponsored United Student Aid Funds (USAF); 5) a limited amount from the College's own loan funds. Basic information on the eligibility criteria is published in the Financial Aid booklet; further questions should be directed to the Office of Financial Aid.

Early Decision Plan

Candidates who have Middlebury as their first choice of college may ask for an Early Decision on their applications. Early Decision applications must reach Middlebury by November 15. All other forms and credentials (i.e., transcripts, school reports and recommendations) must be received by the November 15 application deadline. Results of the November College Board tests will be acceptable for Early Decision candidates. Further information may be obtained from the Dean of Admissions.

Spring Term Enrollment

Approximately ninety students are offered spring term admission to fill vacancies created by midyear graduation and programs abroad. Midyear admission is of special benefit to well qualified applicants for whom there are no spaces available in the fall term. These "Spring Freshmen" are selected from the regular applicant pool and are notified in April. Orientation, meetings with faculty advisors and registration are scheduled for the first week in February.

Presidential Scholars

The Presidential Scholars Program recognizes a few prospective freshmen with unusually strong records of academic achievement and extracurricular accomplishment. Through special seminars and internships, this program aims to further develop in its freshmen participants the qualities of leadership, strong character, and intellectual excellence. All applicants for the freshman class are automatically considered for the program; a small percentage of applicants are designated Presidential Scholars each year.

Transfer Students

A limited number of students can be accepted into the sophomore and junior classes. Students wishing to transfer to Middlebury should write the Dean of Admissions for detailed information and application forms. Transfer students are eligible to apply for financial aid under the same procedures as freshmen, with the following conditions:

- They must provide the Office of Financial Aid with a financial aid transcript for each college or university previously attended.
- They will be awarded aid to the extent of available funds only after initial determinations have been made for the freshman class.

Student Employment

Middlebury College students may avail themselves of numerous job opportunities, both on- and off-campus. The College maintains an open job market enabling all students equal opportunity to pursue employment, regardless of whether or not they are financial aid recipients. Each year over 60% of the student body finds employment. Jobs vary greatly in their qualifications, responsibilities and the time commitment required. Different wage scales are applied according to the type of work performed. The College Student Employment Coordinator provides information about campus employment policies and current job openings to all interested students.

Procedure for Admissions

Candidates applying for regular admission must submit their applications by January 15 and transfer applications must be submitted by March 1. All applications must be accompanied by an application fee of $35. This fee is not refundable and will not be applied to term bills.

Visits to Middlebury

A campus visit providing a chance to meet members of the Middlebury staff is always desirable. Applicants are encouraged to visit for this purpose between the end of their junior year and January 31 of their senior year in high school. An appointment with an admissions officer may be arranged by writing or telephoning the Admissions Office as early as possible in advance of the intended visit. During the months of February, March, April and May, the admissions staff is engaged in reviewing completed applications and time required for this process precludes the scheduling of personal interviews. However, guided tours of the campus may be arranged during this period.

For an interview or additional information, write:
Dean of Admissions
The Emma Willard House
Middlebury College
Middlebury, Vermont 05753
Telephone: (802) 388-3711 Ext. 5153

Alumni Admissions Program

The College established the Alumni Admissions Program to coordinate the interest of alumni with the continuing efforts of the Admissions Office staff to attract outstanding students. Alumni admissions representatives are available throughout most of the United States to meet prospective candidates and to acquaint them with what the College offers. Some areas are served by active committees and others are served by independent alumni representatives. Students interested in Middlebury College may arrange to talk with alumni representatives by contacting the Admissions Office at Middlebury, or one of the Alumni Admissions Area Chairpersons listed on the following page.

National Co-Chairpeople:

Ann E. Crumb, '71
Oak Ridge Dr.
Haddam, CT 06438

Michael Sevareid '66
15419 Greenleaf
Sherman Oaks, CA 91403

Alumni Admissions Chairpeople

AZ Phoenix
Mrs. Peter S. Firestone
6035 N. Casa Blanca Rd.,
Scottsdale, AZ 85253

CA Los Angeles
Mr. Paul Vaughn
15902 Gault St.
Van Nuys, CA 91406

San Diego
Mr. Scott Slater Markus
4939 Pacifica Dr.,
San Diego, CA 92109

San Francisco
Mrs. Selden B. Spangler, Jr.
275 Valley St.,
Los Altos, CA 94022

CO Denver
Mrs. Charles N. Bolton
7109 South Marshall,
Littleton, CO 80123

CT Fairfield County
Mr. Conrad L. Ambrette
29 Poplar St.
Norwalk, CT 06855

Hartford
Mr. Peter E. Steinle
21 Rockwell Pl.,
West Hartford, CT 06107

D.C./MD

Baltimore
Mrs. Susan D. Wagley
27 Ruxview Ct., #302
Ruxton, MD 21204

Wash DC/MD
Mrs. Charles A. Wiebe
4925 N 27 St.
Arlington, VA 22207

FL Miami
Dr. Phillip A. Caruso
3050 NE 45th St.,
Fort Lauderdale, FL 33308

Tampa

IL Chicago
Ms. Nancy Lenz
23 W007 Tamarack Dr.,
Glen Ellyn, IL 60137

LA New Orleans
Mr. Paul M. Batiza
1323 Nashville Upper
New Orleans, LA 70115

MA Boston
Mrs. Nina K. Anton
1 Derby Lane
Tyngsboro, MA 01879

Mrs. Cyrus Gibson
92 Walden St.
Concord, MA 01742

Mrs. Granthia L. Preston
123 Hampshire Rd.
Wellesley, MA 02181

Mr. & Mrs. Sherman B. Russ
521 Main St.,
Hingham, MA 02043

Abigail and Nathaniel Howe
47 Harvard St.
Dedham, MA 02026

Western MA
Mr. Rufus P. Cushman III
42 Blokland Dr.,
Longmeadow, MA 01106

Worcester
Ms. Robin Howe Townsend
St. Mark's School,
Southborough, MA 01772

ME

Mr. & Mrs. Davis Van Winkle
Luther Gulick Camps
South Casco, ME 04077

MI

Miss Amanda Vaughn
911 S. Forest
Ann Arbor, MI 48104

MN Minn/St. Paul
Ms. Susan N. Masko
18520 County Rd. Six
Plymouth, MN 55447

MO St. Louis
Mr. Terence Baer
4949 West Pine, Apt. 10-I
St. Louis, MO 63108

NH
Mrs. Terence Flahive
87 Hitching Post Ln.
Bedford, NH 03102

NJ Northern NJ
Mr. Roger B. May
16 Little Wolf Rd.,
Summit, NJ 07901
Mr. & Mrs. Peter Zecher
224 Glenwood Rd.,
Ridgewood, NJ 07450
Princeton
Mr. & Mrs. J. Allen Fitzpatrick
P.O. Box 6254,
Lawrenceville, NJ 08648
Rumson-Redbank
Mrs. Richard B. Cook
49 Fair Haven Rd.,
Fair Haven, NJ 07701

NY Albany
Mr. & Mrs. Thomas E. Sheldon
25 Stony Brook Dr.,
RD #2, Box 237-I,
Rexford, NY 12148
Buffalo
Mr. Charles R. Rice
85 Middlesex Rd.,
Buffalo, NY 14216
New York City
Ms. Mary-Elizabeth Farley
27 Horseshoe Rd.,
Mount Kisco, NY 10549
Rochester
Mr. & Mrs. James Ryan, Jr.
23 Shelwood Dr.
Rochester, NY 14618
Utica
Mr. George M. Kuckel
Peck Rd.
Deansboro, NY 13328
Westchester
Mr. David P. Bridges
293 Benedict Ave.
Tarrytown, NY 10591

OH Ohio
Mrs. Michael Dehlendorf
2300 Commonwealth Pk. N,
Columbus, OH 43209
Cleveland
Mrs. Claudia S. Fulton
3269 Grenway Rd.
Shaker Heights, OH 44122
Mrs. Sarah B. Terrell
32 Woodside Rd.
Chagrin Falls, OH 44022

PA Philadelphia
Mr. and Mrs. Timothy Bazemore
8 Hillcrest Ave.
Erdenheim, PA 19118

RI Providence
Mrs. Charles H. Bodine
c/o St. George's School,
Newport, RI 02840

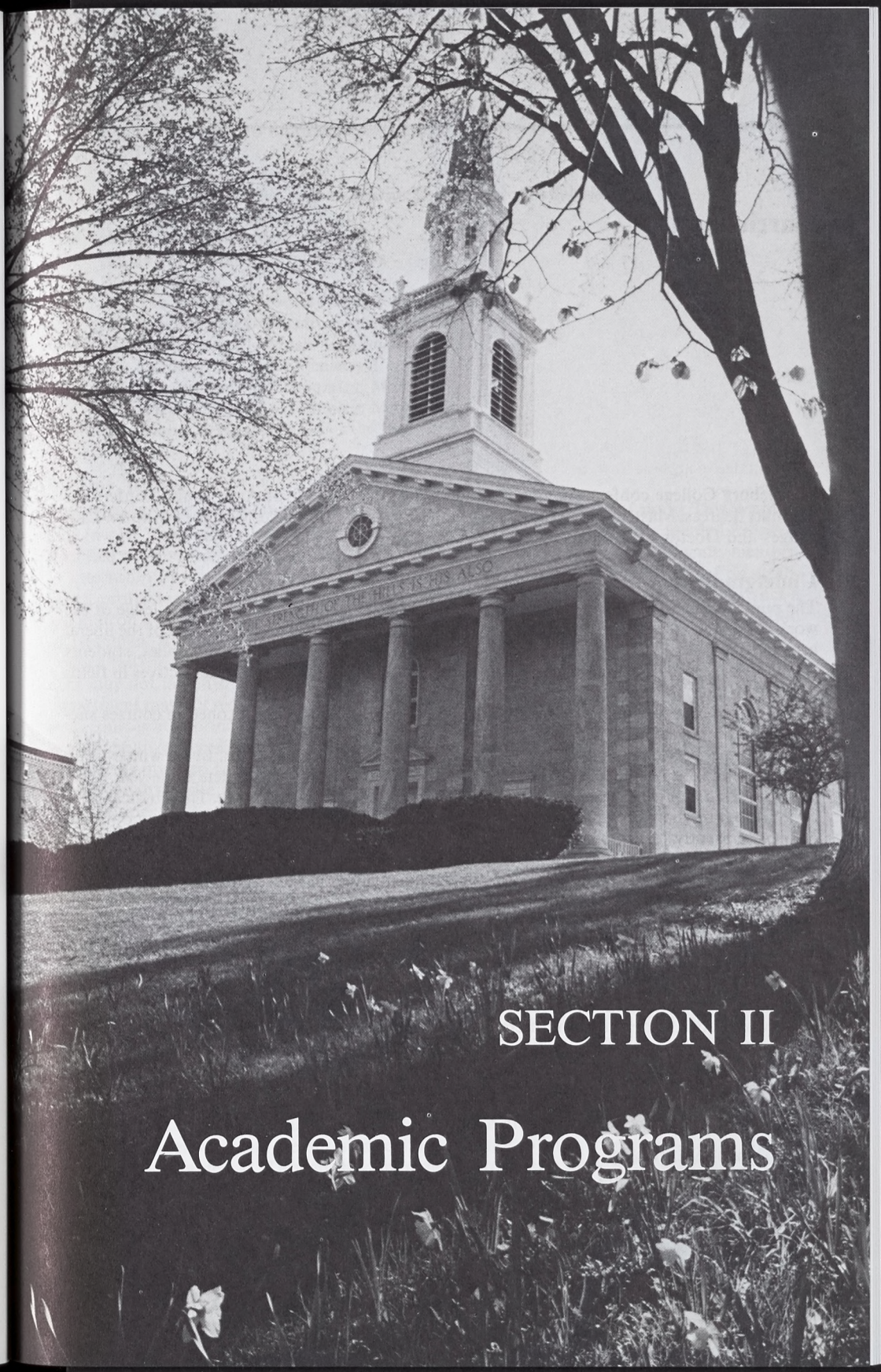
TX Austin
Mrs. Jose M. Roesset
11909 Arch Hill Drive
Austin, TX 78750
Dallas
Miss Elaine King
6321 Shady Brook Lane
Apt. 2219
Dallas, TX 75206
Houston
Mr. O. Samuel Morton
12411 Perthshire,
Houston, TX 77024

VA No. Virginia
Mr. Joseph F. Ferguson, Jr.
2405 Irving St. NE
Washington, DC 20018

WA Seattle
Mr. Steven Ahmann
2521 Grand Ave.,
Everett, WA 98201

CANADA
Montreal
Mr. W. Kyle Prescott
Chateau Bonavista, Apt. 916,
4555 Bonavista Ave.,
Montreal, PQ, H3W 2C7, Canada

UNITED KINGDOM
London
Mr. Richard B. Taylor
69 Corringham Rd.
London NW 11 UK



SECTION II

Academic Programs

Curriculum

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees, Master of Arts, Master of Letters, Master of Science, Master of Modern Languages and Doctor of Modern Languages.

Undergraduate Work

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of the work covered in at least one subject, and to correlate it with a broad understanding of the liberal arts and the liberal sciences. To achieve the scholarship which this objective implies, students work intensively in one or more departments and complete requirements and electives in fields outside of their specialization.

The extent of a student's academic work at Middlebury College is reckoned in courses successfully completed.

The normal program of study is four courses in the fall and spring terms. In the winter term, students select one course for concentrated study. Each student must complete a one-year Physical Education requirement unless excused by the Administration Committee. The Physical Education Program may be completed without charge, although there are fees for certain optional courses (presently for lessons in karate, scuba, riding, skiing, and cross-country skiing). Only seniors or students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Independent study in the senior year may count for as many as three course units as the department determines. The course units may be distributed between fall, winter and spring terms.

Entering freshmen select their first term program in consultation with their advisers. Final registration for courses occurs after students have been able to attend briefing sessions on the various departmental offerings and to take appropriate placement tests. The CEEB Advanced Placement tests may qualify a student either for credit or for advanced standing in a course sequence or both. Determination of credit and/or standing is the prerogative of the academic department. In general, scores of 4 or 5 carry credit as well as standing. Students who qualify on both examinations in English (English literature and English language) will be awarded credits for one examination only. All students must register for the Freshman Writing Program regardless of prior work or Placement scores.

Quantitative Literacy

All Middlebury students are encouraged to take at least one, and preferably two or more, courses in a quantitative area. A partial list of quantitative courses follows. The descriptions of these courses will be found among the departmental listings. Foundations courses are identified with an *(asterisk).

***MA 103 Introduction to Computers**
***MA 105 Finite Mathematics**

***MA 106 Introduction to Statistical Science**
MA 112 Calculus I
EC 210 Economic Statistics
EC 211 Economic Statistics: Introduction to Regression Analysis
LI 206 Thinking Linguistics
PY 201 Logic of Statistical Analysis
***PA 180 Introduction to Modern Logic**
PH 109 Mechanics
SA 301 The Research Process—Sociology
MU 250 Introduction to Electroacoustic Music
MU 350 Electroacoustic Music Composition
***CH 103 Fundamentals of Chemistry I**
EC 150 Introduction to Economics: Macro
EC 155 Introduction to Economics: Micro
***GL 170 Global Tectonics**

Winter Term

During the month of January, students elect a single intensive program of study. This program may involve independent projects or a course organized by a member of the faculty. Properly qualified students may participate in Independent Study under the direction of a faculty member, in Internship Programs involving significant exposure to the fundamental work of an established profession, or in Student-Led Groups, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty. With the exception of freshmen, students may pursue independent projects off campus during winter term.

Each fall the Curriculum Committee of the faculty publishes a Winter Term Catalog. A student may not take his/her freshman and sophomore courses within the same department. A department may not require more than two winter courses as part of its major program. Winter term courses are normally graded on an A to F basis. Internships and Student-Led courses are graded credit/no credit. Independent Projects are graded honors/pass/fail.

Students involved in foreign language courses numbered 101 (151) and 102 (152) may be required to participate in a continuing program during the winter term. Seasonal options and opportunities in Physical Education continue through the winter term.

Honor Code

Before enrolling at Middlebury College each student must agree to abide by and uphold the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, pre-announced tests and final examinations are unproctored and at the conclusion of the examination the student writes and signs on the examination booklet the following statement:

"I have neither given nor received aid on this examination."

All violations of the Honor Code come under the jurisdiction of the Judicial Council which is totally student managed. Anyone who observes an infraction should report the offense to the Judicial Council. Any infraction of the Honor System is punishable by dismissal from College.

Scholarship

When students enter Middlebury College, they become members of an academic community that makes its demands and measures its achievements not so much in terms of time as in terms of the task accomplished. Though they are required to register for a certain number of units each term, their commitment to their education will undoubtedly involve many more hours a week in reading, in laboratory work and in preparation for classes than they will spend attending classes.

Grades are recorded A, B, C, D and F. Plus and minus designations are used only with A, B and C. D is a probationary grade which while it records a minimal pass is regarded as unsatisfactory performance. F is a failure.

Ranking System

(A+ and A 4.0, A− 3.7, B+ 3.3, B 3.0, B− 2.7, C+ 2.3, C 2.0, C− 1.7, D 1.0, F 0)

College Scholar:..... Grade point average of 3.5 with no grade lower than B for students taking four or more courses

Dean's List: ..... Grade point average of 3.1 with no grade lower than B for students taking four or more courses

Probation:..... 2 Ds
1 D and 1 F
D or F in winter term
For students completing term with 3 units of credit: 1 D or 1 F

Failure: ..... 3 Ds
2 Fs
1 F and 2 Ds
2 Ds or 1 F while on probation
D or F in winter term while on probation
3 times on probation
For students completing term with 3 units of credit: 1 F and 1 D or 2 Ds or a second term in succession of probationary standing.
First-term freshmen who have two Fs and two Cs or better or three Ds and one C or better at the end of their first term will be continued in college on academic probation. Two Ds and 1 F constitute failure. For those taking 3 courses, 3 Ds or 2 Fs constitute failure.

Academic Honors

The College recognizes superior academic achievement in the following ways:

Phi Beta Kappa. The Middlebury Chapter of Phi Beta Kappa Society is the Beta of Vermont, established in 1868. Students are elected to Phi Beta Kappa by the faculty members of the chapter on the basis of outstanding academic achievement in all fields of their endeavor. Special consideration is given to the attainment of Honors or High Honors in the major department. Students are eligible for election in the beginning of their senior year on the basis of three years' work at Middlebury, or at the end of their senior year on the basis of four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years at Middlebury.

Departmental Honors Program. Students may be eligible for departmental honors upon graduation if they meet certain standards established by the College and the individual department. Honors work usually requires a special project such as a thesis.

These Honors are printed on the Commencement program, and will be certified to, when requested, by a written certificate from the Director of Undergraduate Records and the chair of the department, stating the nature and quality of the work done.

Commencement Honors. Commencement honors are awarded for high scholastic rank. Graduation honors are *summa cum laude, magna cum laude* and *cum laude.*

Honorary Appointments. The faculty makes honorary Commencement appointments: to the senior attaining highest rank, the appointment of Valedictorian; to the second in rank, the appointment of Salutatorian.

Transfer students are not eligible for these appointments.

Prizes, Scholarships, Fellowships. A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work. A complete listing of Scholarships, Prizes and Awards is found on following pages.

Course Offerings

MAJOR PROGRAM, CONCENTRATION AND FOUNDATIONS COURSES

To obtain a Middlebury College undergraduate degree each student must complete a major, a concentration and a foundations course in each of three divisions.

MAJOR

Students must choose a major at the end of the freshman year.

In registering for the major program the student normally consults the chairman of his or her chosen department. The chairman appoints a departmental adviser who recommends a pattern of courses for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of Senior Work adjusted both to the nature of the field and to the student's needs. A department may offer as many as three units of Senior Work outside the regular course pattern. This Senior Work may consist of Independent Study (a 700 course) and/or General Examination (a 705 course), Senior Seminar (a 704 course) or Senior Course (a 710 course). Students should consult the descriptions of the Senior Work under each department for details. The Senior Work courses may be distributed over fall, winter, and spring terms. Where a joint major involving two or more departments is desirable a single General Examination may be required. Details should be worked out with department chairmen involved.

Should students not be satisfied with their first choice of major they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Advisor Change Form" must be obtained at the Dean of Students' Office, completed, and returned to that office. After the beginning of the third year students may change majors only for exceptional reasons and with the consent of the Dean of Students.

Specific course requirements for each major are listed under the department involved. A minimum of 10 courses must be completed in the major. The official majors offered at Middlebury College are:

American Civilization
American Literature
Art
Biology
Biology-Chemistry (Joint Major)
Chemistry
Chinese
Classical Studies
Classics
East Asian Studies
Economics
English
Environmental Studies
French
Geography
Geology
German
History
Independent Scholar
International Major
International Politics and Economics
Italian
Japanese
Literary Studies
Mathematics and Computer Science
Music
Northern Studies
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Russian and Soviet Area Studies
Sociology-Anthropology
Spanish
Theatre, Dance and Film

Joint Major: The Biology-Chemistry major (listed above) is a joint major. Other joint majors are programs that combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These joint majors are official only after the required program is approved by an adviser from each department, and is on file in writing with the Dean of Students detailing how the minimum combined total of 14 fall and spring courses will be met. A senior program must combine both majors and be agreed upon by the departments involved.

Double Major: A program in which the student fulfills the complete major requirements of two departments. An adviser from each department is required.

International Major: The International major consists of a major in a non-language and non-literature discipline, and includes a specified number of advanced courses in that discipline taken at one of the Middlebury College Schools Abroad or an approved equivalent. It satisfies the major-and-concentration requirement.

Independent Scholar: Outstanding students with clear educational goals that cannot be fulfilled within the framework of normal departmental requirements, may plan their own curricular programs with the assistance of a faculty adviser. They submit their programs to the Independent Scholar Committee for review and approval.

SPECIAL PROGRAMS

Premedical, Predental and Preveterinary Programs. No specific major is required of students wishing to prepare for medical professions, but generally medical, dental, and veterinary schools require two terms of biology, with labs; four terms of chemistry (including two terms of organic chemistry), with labs; two terms of physics, with labs; usually two terms of calculus; and, in a number of cases, two terms of English. Interested students should begin as freshmen to take biology, chemistry and mathematics consistent with their backgrounds and abilities. All requirements must be completed by the end of the junior year, so students are best prepared to take admissions tests and meet the requirements of most schools. Interested students should be in touch with Professor Thomas Root in the Science Center soon after their arrival at Middlebury.

Early Assurance Premedical Program. Working in cooperation with a small group of medical schools (e.g., Dartmouth, Rochester, Tufts), Middlebury is able to offer to a very limited number of exceptionally well qualified students the opportunity for acceptance by a predetermined medical school at the end of his or her sophomore year. Candidates for Early Assurance should be absolutely sure that they want to pursue a career in medicine, should be sure of the medical school they wish to attend, and must demonstrate clearly how such a program will benefit them in a significant way. They should be active and productive in extra-academic endeavors, and their academic performance should be outstanding. Those who are selected as Early Assurance candidates will complete their Middlebury B.A. in normal course prior to entering medical school, and, of course, will be expected to maintain high academic standards throughout their Middlebury tenure. For details, contact Professor Root in the Science Center as early as possible.

Other Preprofessional Programs. Students may engage in other four-year preprofessional programs that prepare them for studies in law, business-management, engineering, nursing, forestry/environmental studies, architecture and other disciplines. These students should register as early as possible, and should periodically check their programs with special advisers in the following fields: Law: Professor Murray Dry; Business-Management: Professor David Colander; Architecture: Professor Glenn Andres; Engineering: Professor Robert Prigo; Nursing: Professor Thomas Root; Forestry: Professor Steven Trombulak.

Dual Degree Programs. There are two ways to combine three years of study at Middlebury with further study at a professional school and qualify for both the Middlebury degree and the professional degree. These programs are possible with schools of medicine, dentistry, veterinary medicine, law, business-management, engineering, forestry/environmental studies and nursing. With advanced degree professional programs (eg. medicine, dentistry, veterinary medicine, law, business-management), if the student meets specific requirements at Middlebury, he or she is eligible for the Middlebury B.A. upon successful completion of the first year of study at the professional school. In programs in which the candidate earns a Bachelor's level degree in the professional discipline (eg. engineering, nursing) the student is eligible for the Middle-

bury B.A. when the professional school degree has been granted. In any case, the recommendation of the Preprofessional Committee to grant the Middlebury B.A. must be approved by the Administration Committee, the Faculty, and the Trustees before the degree is granted. The two types of programs are outlined below, and those interested should register with the appropriate faculty member (see above), and should consult with him concerning details of the plans.

1. Formal Plans: Formal agreements for dual degree combined plans are in effect with a limited number of schools of business-management, engineering, forestry/environmental studies and nursing. Candidates for these programs must complete three years of undergraduate study at Middlebury, and must be screened early in the junior year by the Preprofessional Committee of Middlebury College. In the case of engineering and nursing, endorsement by this committee leads to automatic admission of the candidate to the professional school. Schools of business-management and forestry/environmental studies normally serve as their own admitting agents, but require the recommendation of the Preprofessional Committee.
2. Student Initiated Plans: It is possible for a well qualified student to make arrangements to transfer after his or her third year at Middlebury to a certified school of law, medicine, dentistry, veterinary medicine, engineering, forestry/environmental studies, nursing or school of business-management and become eligible for the Middlebury B.A. In these programs it is the responsibility of the candidate to make all of the necessary arrangements for transfer, and he or she must gain acceptance by the professional school. The Preprofessional Committee will screen all such candidates and shall be responsible for verifying whether or not the professional program is fully accredited, and for determining whether or not all Middlebury requirements have been met. On the basis of this appraisal the committee will recommend or not recommend the candidate for admission to the professional school and for the Middlebury degree. Recommendation by the committee does *not* guarantee admission to the professional school.

Early Entry Program for M.B.A. Middlebury offers juniors an Early Entry Program that provides an early start on the University of Chicago Graduate School of Business M.B.A. and a business career. This program gives *two* talented juniors from each of a small group of select colleges and universities the opportunity to officially enter the University of Chicago Graduate School of Business and begin study toward the M.B.A. degree during the summer between the junior and senior years. In addition to completing a full academic quarter of business study, participants will learn about a wide range of career options available to M.B.A.'s through a series of lectures and seminars given by business leaders and career planning experts. Full tuition scholarships will be provided for this summer session. Following the summer experience students will return to Middlebury to complete the undergraduate degree, and may then re-enter the Graduate School of Business on either a full- or part-time basis at any time within three years of graduation to complete the M.B.A. degree. Consult Professor Colander in Munroe Hall for details.

Exchange Programs. Middlebury maintains exchange programs with several colleges including Berea College during winter term and Swarthmore College during fall and spring terms. One-to-one exchanges may be arranged with other colleges during the winter term as authorized by the Dean of Students.

Junior Year Abroad. Interested students should discuss their plans early with their faculty advisers and Dean Lindholm.

Lincoln, St. Hugh's and Worcester Colleges, Oxford. Juniors majoring in English, history or in a social science and wishing to study English, history or philosophy, politics and economics may be accepted for a one-year program of non-matriculated study at Lincoln, St. Hugh's or Worcester Colleges, Oxford. Interested students should be in touch with Dr. Cubeta. Financial aid is available for this program.

Washington Semester Program. Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, Political Science Department. Financial aid is available for this program.

Williams College-Mystic Seaport Program in American Maritime Studies. As many as six Middlebury students a year may spend a semester studying man's relationship to the sea at the nation's leading maritime museum. Interested students should be in touch with the Dean of Students' Office. Financial aid is available for this program.

FOUNDATIONS COURSES

Each student must pass at least one foundations course in each of three divisions before the end of his or her sophomore year. (Students may take more courses which are designated as foundations courses.) A list of foundations courses arranged by division follows. The descriptions of these courses will be found among the departmental listings where foundations courses are identified with an *(asterisk). Bracketed courses will not be offered in 1987–88.

Foreign Languages Division

[CL	118	Political History and Theory of Greece and Rome]
CL	121	The Classical Tradition of the Liberal Arts and Sciences. Spring.
CL	150	The Ancient Epic. Fall.
CL	152	Greek Tragedy. Spring.
CL	175	Greek Philosophy. Fall.
CS	133	Masterworks of Chinese Literature and Civilization. Spring.
FL	201	Introduction to Linguistics. Fall.
FL	239	Structuring the Chaos. Spring.
FR	115	Realism. French Fiction from Stendhal to Proust. Fall.
[FR	120	Women Writers in France]
IT	290	Dante: (in English). Spring.
RU	151	Russian Literature's Golden Age: 1830–1880. Fall.
RU	152	Russian Modernism: 1880–Present. Spring.
[SP	130	Latin American Literature: Chronicles of Change]
[SP	231	Captains, Kings and Caudillos (in English)]

Humanities Division

AR	101	An Introduction to Art and Art History. Fall.
EL	110	Continental Fiction. Spring.
[EL	112	Mythologies Timeless and Timely, Traditional and Contemporary]
[EL/AL	113	Visions of Nature]
EL	114	Reading Women's Writings. Fall.
MU	101	Introduction to Musical Styles. Fall.
MU	105	Perspectives of Music. Spring.
MU	109	Rudiments of Music. Fall, Spring.
PA	150	Introduction to Philosophy. Fall, Spring.
PA	180	Introduction to Modern Logic. Fall.
[PA	190	Ethics and the Environment]
[PA	201	Ancient and Medieval Philosophy]
[PA	202	Modern Philosophy from Descartes to Peirce]
PA	212	Introduction to the History of Modern Science. Fall.
RE	105	An Introduction to the English Bible. Fall.
RE	110	Foundations of Western Religious Life and Thought. Spring.
RE	115	Introduction to Eastern Religious Thought. Fall.
RE	220	The Shaping of American Religious Life. Spring.
TH	116	The Creative Process: Theatre, Dance, Film. Fall, Spring.
TH	130	Film Form and Film Sense. Fall.

Natural Sciences Division

BI	125	Introduction to Biology. Fall.
BI	130	Man and Disease. Fall.
BI	190	General Ecology. Spring.
CH	103	Fundamentals of Chemistry I (With Lab). Fall, Spring.
CH	105	Fundamentals of Chemistry I (No Lab). Fall, Spring.
CH	170	Chemistry for Citizens. Spring.
CH	172	Environmental Chemistry: The Chemistry Around Us. Fall.
GL	104	Earthquakes and Volcanoes. Spring.
GL	152	Evolution of the Earth. Spring.
GL	170	Global Tectonics. Fall.
MA	103	Introduction to Computers. Fall, Spring.

MA 105 Finite Mathematics: Probability, Matrices and Programming. Spring.
[MA 106 Introduction to Statistical Science]
MA 213 Computer Science I. Fall, Spring.
MA 227 Set Theory. Spring.
[NS 128 Cryptology]
PH 101 The Nature of Things. Spring.
PH 155 An Introduction to the Universe. Fall.

Social Sciences Division

GG 100 Geography: A Modern Synthesis. Fall, Spring.
HI 103 Individuals and Organizations. Fall.
[HI 104 Modern Revolutions]
LI 206 Thinking Linguistics. Fall.
PS 101 Introduction to Political Science. Fall.
PS 107 Politics and the Studies of Politics. Spring.
SA 105 Social Man and Social Order. Fall.
SA 191 Introduction to Women in Social Thought. Fall.

CONCENTRATIONS

A concentration consists of four or more courses governed by a general principle. A summary of the concentration guidelines are as follows:

1. A student must have an approved concentration before the end of his or her sophomore year. An information packet with complete quidelines will be sent to each student in the fall of the sophomore year.
2. A student must select a concentration completely outside the division of his or her major department. Divisions are Humanities, Social Sciences, Natural Sciences and Foreign Languages.
3. A student may not include a course in a concentration that will satisfy both a major and a concentration requirement.
4. A student may elect to self-design an original concentration. A self-designed concentration will need approval of a department chairperson and the Curriculum Committee. A self-designed concentration must include courses beyond the introductory level.

The following is a list of concentrations proposed by the faculty. Any concentration on the following pages will satisfy the above guidelines if it includes at least three courses outside the division of the student's major. All questions may be directed to the concentration adviser in the Dean of Students Office.

Interdisciplinary and Interdepartmental

CN 001 American Religious History

1. **HI 203–HI 204 United States History**
2. **RE 306 The Puritan Tradition in America**
3. **RE 308 Seminar in American Religious History**
4. ***RE 220 The Shaping of American Religious Life**

CN 002 Applied Mathematics in Biology

1. ***MA 105 Finite Mathematics**
2. **MA 112 Mathematical Analysis I**
3. ***BI 125 Introduction to Biological Principles**
4. **BI 225 Human Genetics**

CN 003 Applied Mathematics in Physics

1. **MA 112 Mathematical Analysis I**
2. **MA 113 Mathematical Analysis II**
3. **PH 109 Mechanics and Thermodynamics**
4. **PH 110 Electricity and Magnetism**
5. ***PH 155 An Introduction to the Universe *or***
   PH 266 Contemporary Astronomy and Astrophysics

CN 004 Asian Studies

Any four courses (only one of which may be in the same division as your major) from the master list of courses in the East Asian Studies Program (see p. 141), concentrating either on 1. a particular country (e.g., China), or 2. a particular issue (e.g., social structure and social change in Asia). Please discuss with your major adviser.

CN 005 Basic Neurosciences

1. PY 301 Physiological Psychology
2. BI 440 Membrane Biology
3. BI 370 Animal Physiology
4. BI 380 Techniques in Animal Physiology

CN 006 Psychology of Language and Communication

1. PY 105 Introduction to Psychology

2–3. *Any two of the following:*

- PY 225 Child Psychology
- LI 201 Introduction to Linguistics
- LI 212 Psycholinguistics

4. PY 421 Nonverbal Behavior and Communication

CN 007 Language and Mind

1. PY 105 Introduction to Psychology

2–3. *Any two of the following:*

- PY 208 Memory and Thinking
- LI 206 Thinking Linguistics
- LI 212 Psycholinguistics

4. PY 421 Nonverbal Behavior and Communication

CN 009 Developmental Issues in the Course of Life

1. PY 205 Personality Psychology or
   SA 352 Social Psychology
2. PY 225 Issues in Adolescent Development
3. SA 316 Sociology of Youth
4. PY 226 Adult Development and Aging

CN 014 Early Church History to the Reformation

1. [HI 341 The Civilization of the Dark Ages]
2. [HI 342 The Medieval Outlook]
3. HI 343 Europe in the Renaissance
4. HI 344 The Reformation

CN 015 Econometrics

1. *MA 105 Finite Mathematics
2. MA 112 Mathematical Analysis I or MA 200 Linear Algebra
3. EC 210 Economic Statistics
4. EC 211 Economic Statistics: Introduction to Regression Analysis *or*
   EC 311 Applied Econometrics

CN 016 Environmental Science

1. GL 112 Environmental Geology
2. BI 190 General Ecology
3. GG 230 Social Aspects of Environmental Conservation
4. EC 365 Environmental Economics
5. GG 254 Weather and Climate *or*
   BI 390 Advanced Ecology

CN 017 Foundations of Mathematics

1. MA 105 Finite Mathematics
2. MA 112 Mathematical Analysis I
3. MA 113 Mathematical Analysis II

4. [PA 236 Philosophy of Mathematics]
5. [PA 280 Intermediate Logic] *or*
   [MA 227 Set Theory] *or*
   MA 228 Mathematical Logic

CN 018 Imperialism

1. HI 424 Writing and Research, Imperialism
2. HI 226 Modern Africa *or*
   HI 238 Modern Middle East History
3. PS 318 Political Philosophy
4. [PS 220 Asian Politics]

CN 020 Mathematics, Economics and Models

1. MA 112 Mathematical Analysis I
2. EC 155 Introductory Economics (Micro)
3. MA 315 Mathematical Models in the Social Life and Management Sciences *or*
   [MA 318 Selected Topics in Operations Research]
4. EC 355 Microeconomic Theory

CN 021 Personality and Its Determinants

1. [SA 351 Psychological Anthropology]
2. SA 352 Social Psychology
3. PY 204 Personality Psychology
4. PY 225 Child Psychology

CN 022 Women's Studies Concentration

Any four courses: students must include courses from *both* groups.

1. *SA 191 An Introduction to Women in Social Thought
   [SA 304 Women, Culture and Society]
   [SA 390 Sociology of Women]
   GG 411 Seminar in Economic Geography: Women in Development
   [GG 414 Seminar in Urban Geography: Women and the City]
2. AL 260 Fiction by American Women
   [*FR 120 French Women Writers]
   FR 312 Women and the Novel of the Ancien Régime
   *EL 114 Reading Women's Writing
   [MU 360 Women in Music]
   RE 290 Feminism and Religion: Gender Analysis in the History, Theology, and Sacred Writing of the West
   [SP 450 Women in Hispanic Literature]
   [TH 406 Contemporary Women Playwrights]

CN 024 Renaissance Culture

1. EL 303 English Literature of the 16th Century
2. HI 343 Europe in the Renaissance
3. AR 201 Art of the Italian Renaissance
4. EL 321 Shakespeare *or*
   [EL 224 Medieval and Renaissance Drama]

CN 027 The Soviet World

Choose four courses from at least three departments:

1. *Three of the following:*
   GG 222 Soviet Geography
   HI 247 Russian History to the Great Reforms
   HI 248 Russian History from the Great Reforms to the Present
   PS 227 Soviet Politics
   PS 328 Comparative Communism
   *RU 151 Russian Literature's Golden Age (1830–1880)
   *RU 152 Russian Modernism

2. *One of the following:*
   GG 422 Topics in Soviet Geography
   HI 404 The Soviet Union
   PS 408 US–Soviet Relations
   PS 414 Soviet and East European Politics

CN 175 Soviet History and Politics

1. HI 247 Russian History to the Great Reforms
2. HI 248 Russian History from the Great Reforms to the Present
3. PS 227 Soviet Politics
4. HI 404 The Soviet Union *or*
   PS 414 Soviet and East European Politics

CN 028 Third World Studies

1. HI 226 Modern Africa *or*
   HI 339 History of Southern Africa
2. [PS 220 Asian Politics] *or*
   [HI 286 Modern Latin America]
3. [PS 404 The Global Political Economy]
4. HI 238 Modern Middle East History
5. GG 330 South and East Asia

CN 100 Judaic Studies

RE 201 The Jewish Tradition
Either: RE 105 An Introduction to the English Bible
or: RE 280 Studies in Hebrew Bible/Old Testament
Two of the following:
   RE 304 Seminar in Jewish Thought
   HI 403A Modern European Jewish History
   CL 206 Intermediate Biblical Hebrew
   [CL 305 Readings in the Hebrew Bible]
   [CL 406 Advanced Hebrew Studies]

CN 110 International Politics in an Historical Perspective

1–2. *Any two of the following:*
   HI 215 History of Modern Europe (1815–1900)
   HI 216 History of Modern Europe (1900–1968)
   HI 285 Colonial Latin America
   HI 286 Modern Latin America
   [HI 346 History of France (1750–1940)]
   HI 353 British History (1603–1815)
   [HI 354 British History (1815–1979)]
3. PS 201 International Politics
4. PS 408 Seminar on United States - Soviet Relations *or*
   PS 412 Seminar on Diplomacy

CN 111 Society and Culture in Modern Europe

1–3. *Any three of the following:*
   AR 305 Painting and Sculpture of Nineteenth Century Europe
   [*EL 110 Continental Fiction]
   HI 215 History of Modern Europe (1815–1900)
   HI 216 History of Modern Europe (1900–1968)
   HI 403 Major Themes in Modern European History *or*
   [HI 413 Topics in Modern European History]

CN 114 The Classical Heritage: Philosophy and Religion

1. PA 201 Ancient and Medieval Philosophy
2. PS 317 Classical Political Philosophy
3. *RE 110 Introduction to Western Religious Life and Thought

Plus any one of the following:

CL 150 Ancient Epic
CL 152 Greek Tragedy *or*
[EL 227 Greek Comedy]
[CL 216 History of Greece]
AR 311 Ancient Art
[AR 312 Roman Art]

CN 155 Humanities and the Environment

1.[*EL/AL 113 Visions of Nature]
2. [PA 190 Ethics and the Environment]
3–4. *Two of the following:*
AL 202 American Literature 1830–1865
CS 225 Classical Chinese Poetry in Translation
EL 213 English Romanticism
RE 312 Buddhist and Christian Enlightenment

CN 158 Linguistics

Any two or three of the following:

FL 201 Introduction to Linguistics *or*
LI 206 Thinking Linguistics
LI 212 Psycholinguistics

Plus any one or two of the following to make up a total of four courses:

[LI 225 Sound Patterns of Language]
[LI 301 Romance Linguistics]
LI 500 Independent Study in Linguistics
[PA 354 Philosophy of Language]

CN 174 History and Philosophy of Science

1. PA 212 Introduction to the History of Modern Science
2. PA 230 Philosophy of Science
3–4. *Any two of the following:*
CL 220 Introduction to Greek Science
MA 240 History of Mathematics
PA 331 History of Materialism
PA 355 Issues in the Philosphy of Time

CN 176 Cognitive Science

1. MA 326 Artificial Intelligence
2. LI 212 Psycholinguistics
3. PA 352 Philosophy of Mind
4. PY 208 Memory and Thinking
5. *One of the following:*
LI 206 Thinking Linguistics
LI 213 Bilingualism
[LI 225 Sound Patterns in Language]
MA 127 Elementary Computer Simulation
MA 228 Mathematical Logic
MA 315 Mathematical Models in the Social, Life and Management Sciences
PA 351 Theory of Knowledge
PA 354 Philosophy of Language
PY 225 Child Psychology
PY 301 Physiological Psychology

CN 177 Geology and Ecology of Vermont

1. GL 112 Environmental Geology
2. BI 190 General Ecology *or*
BI 202 Vertebrate Life

3. GL 201 Bedrock Geology of Vermont
4. *One of the following:*
   BI 302 Vertebrate Field Biology
   BI 390 Advanced Ecology
   GL 321 Sedimentary Rocks

Departmental

AMERICAN LITERATURE

CN 159 American Literary History

1. AL 201 American Literature (1620–1820)
2. AL 202 The American Renaissance
3. AL 203 American Literature (1860–1940)
4. Any other AL elective (including AL 103)

CN 178 American Literary Genres

1. AL 103 Topics in American Literature *or*
   AL 201 American Literature (1620–1820)
2. AL 202 The American Renaissance *or*
   AL 203 American Literature (1860–1940)
3. AL 301 The American Novel: the Nineteenth Century *or*
   AL 302 The American Novel: the Twentieth Century
4. [AL 306 American Poetry: 1620–1920] *or*
   AL 307 Topics in Twentieth Century American Poetry

ART

CN 033 The Art of Europe, Renaissance and Baroque

1. AR 101 Introduction to Art
2. AR 201 Art of the Italian Renaissance

3–4. Any two additional courses in the Art of Europe, 1100–1700

CN 034 Modern Art

1. *AR 101 Introduction to Art

2–4. Any three additional courses in the art of mid-18th century to the present

CN 036 Studio Art

1. AR 202 Modern Art
2. AR 209 Studio Art I
3. AR 210 Studio Art II

4–5. *One of the following two-term sequences in studio:*
   AR 309–310 Painting
   AR 315–316 Printmaking
   AR 319–320 Sculpture
   AR 327–328 Photography

BIOLOGY

CN 037 Environmental Biology

1. *BI 125 Introduction to Biological Principles
2. BI 203 Botany *or*
   BI 202 Vertebrate Life
3. *BI 190 General Ecology
4. BI 390 Advanced Ecology *or*
   BI 302 Vertebrate Field Biology

CN 038 General Biology

1. *BI 125 Introduction to Biological Principles

2. BI 225 Human Genetics
3. BI 205 Developmental Biology *or*
   BI 203 Botany
4. BI 201 Invertebrate Biology *or*
   [BI 216 Animal Behavior] *or*
   BI 202 Vertebrate Life

CN 039 Biology of Molecules

1. *BI 125 Introduction to Biological Principles
2. *CH 103 Fundamentals of Chemistry I
3. CH 241 Organic Chemistry I
4. BI 314 Molecular Genetics
5. BI 250 Organelles and Cells

CN 040 Physiological Biology

1. *BI 125 Introduction to Biological Principles
2. BI 250 Organelles and Cells
3. [BI 303 Plant Physiology] *or*
   BI 230 Microbiology
4. BI 370 Animal Physiology

CN 166 Vertebrate Biology

1. BI 125 Introduction to Biological Principles
2. BI 202 Vertebrate Life
3. BI 302 Vertebrate Field Biology
4. BI 370 Animal Physiology

CN 167 Genetics

1. *BI 125 Introduction to Biological Principles
2. BI 225 Human Genetics
3. BI 250 Organelles and Cells
4. BI 314 Molecular Genetics *or*
   BI 325 Applied Genetics

CN 168 Organismic Biology

1. *BI 125 Introduction to Biological Principles
2. BI 201 Invertebrate Biology
3. BI 202 Vertebrate Life
4. BI 203 Botany
5. BI 230 Microbiology

CHEMISTRY

CN 042 Cellular Structure and Function

1. CH 104 Fundamentals of Chemistry I
2. *BI 125 Introduction to Biological Principles
3. CH 241 (247) Organic Chemistry I
4. BI 250 Organelles and Cells

CN 043 Environmental Chemistry

1. BI 190 General Ecology
2. CH 172 Environmental Chemistry
3. CH 104 (106) Fundamentals of Chemistry II
4. CH 241 (247) Organic Chemistry I *or*
   CH 230 Bioinorganic Chemistry

CN 046 Organic Chemistry

1. CH 103 Fundamentals of Chemistry I
2. CH 241 (247) Organic Chemistry I

3. CH 242 (248) Organic Chemistry II
4. CH 341 Organic Chemistry III *or*
CH 442 Advanced Organic Chemistry

CHINESE

CN 008 Chinese Studies

1–2. CS 201–202

3–4. Any two courses centered upon China selected from the list of courses which may be counted toward the East Asian Studies major (including HI 331) providing that not more than one of these two courses is from the same division in which the student is taking his/her major. These two courses may *not* be Chinese language courses such as CS 101–2, 301–2, 400, 401–2, but may be literature courses (taught in English or in Chinese) where appropriate.

CLASSICS

CN 113 Hebrew Language and Literature

1. CL 105 Introduction to Biblical Hebrew
2. CL 206 Intermediate Biblical Hebrew
3. CL 305 Readings in the Hebrew Bible
4. *One of the following:*
CL 406 Advanced Hebrew Studies
RE 280 Studies in the Hebrew Bible/Old Testament
RE 201 The Jewish Tradition

CN 115 Classical Greek

Four courses in Greek beyond the intermediate level

CN 142 Classical Latin

Four courses in Latin beyond the intermediate level

CN 116 Greek Language and Literature in Translation

1. CL 303 Greek Poetry
2. CL 304 Greek Prose

3–4. *Two of the following:*
[*CL 118 Political Institutions]
CL 131 History of Classical Greece
*CL 150 The Ancient Epic
CL 152 Greek Tragedy *or*
EL 227 Greek and Roman Drama
*CL 175 Greek Philosophy
PA 201 Ancient and Medieval Philosophy
PS 317 Classical Political Philosophy

CN 143 Classical Civilization

1. *CL 150 The Ancient Epic
2. CL 121 The Classical Tradition of the Liberal Arts and Sciences

3–4. *Two of the following:*
CL 152 Greek Tragedy *or*
EL 227 Greek and Roman Drama
[*CL 118 Political Institutions]
CL 131 History of Classical Greece
*CL 175 Greek Philosophy

ECONOMICS

CN 047 Economic Theory

1. MA 112 Mathematical Analysis I
2. EC 150 Introductory Economics (Macro)

3. EC 155 Introductory Economics (Micro)
4. EC 350 Macroeconomic Theory
5. EC 355 Microeconomic Theory

CN 048 Public Sector Economics

1. MA 112 Mathematical Analysis I
2. EC 155 Introductory Economics (Micro)
3. EC 355 Microeconomic Theory
4. EC 465 Public Policy Toward Business *or*
   EC 470 Public Finance

CN 049 Industrial Economics

1. MA 112 Mathematical Analysis I
2. EC 155 Introductory Economics (Micro)
3. EC 355 Microeconomic Theory
4. EC 455 Industrial Strategies *or*
   EC 465 Public Policy Toward Business

CN 051 Monetary Economics

1. MA 112 Mathematical Analysis I
2. EC 150 Introductory Economics (Macro)
3. EC 155 Introductory Economics (Micro)
4. EC 350 Macroeconomic Theory
5. EC 475 Monetary Theory and Financial Institutions

CN 144 Economics of Human Resources

1. MA 112 Mathematical Analysis I
2. EC 155 Introductory Economics (Micro)
3. EC 210 Economic Statistics
4. EC 355 Microeconomic Theory
5. EC 430 Inequality and Poverty

CN 150 The Corporate Sector

1. EC 150 Introductory Economics (Macro)
2. EC 155 Introductory Economics (Micro)
3. EC 310 Economics of Investing in Securities
4. EC 315 Accounting
5. EC 320 The Corporation

CH 151 International Trade Theory

1. MA 112 Mathematical Analysis I
2. EC 155 Introductory Economics (Micro)
3. EC 355 Microeconomic Theory
4. EC 440 The Economics of International Trade

CN 152 International Finance

1. MA 112 Mathematical Analysis I
2. EC 150 Introductory Economics (Macro)
3. EC 155 Introductory Economics (Micro)
4. EC 350 Macroeconomic Theory
5. EC 445 International Finance

CN 154 Development Economics

1. MA 112 Mathematical Analysis I
2. EC 150 Introductory Economic (Macro)
3. EC 155 Introductory Economics (Micro)
4. EC 360 Macroeconomic Theory
5. EC 420 Economic Development and Population Change

ENGLISH

CN 052 Creative Writing: Poetry

1. EL 175 The Structure of Poetry
2. EL 275 Intermediate Workshop: Poetry
3. EL 213 English Romanticism *or*
   EL 314 Victorian Poetry
4. [EL/AL 312 Modern Poetry]

CN 053 Creative Writing: Fiction and Nonfiction

1. EL 107 Journal and Essay *or*
   EL 160 The Structure of Nonfiction *or*
   EL 170 The Structure of Fiction
2. EL 260 Intermediate Workshop: Nonfiction *or*
   EL 270 Intermediate Workshop: Fiction
3. EL 206 Early English Novel *or*
   EL 207 Nineteenth Century English Novel
4. EL 208 Twentieth Century English Novel *or*
   EL 309 Contemporary Literature

CN 054 Dramatic Literature

Any four of the following:

[EL 111 European Drama]
EL 227 Greek Comedy
*CL 152 Greek Tragedy and Its Influence
[CL 155 Greek and Roman Comedy]
[EL 224 Medieval and Renaissance Drama]
EL 306 Restoration Literature
EL 321 Shakespeare
[TH 326 Modern Drama]
EL 229 Modern British Drama
[TH 216 American Drama]
RU 353 Russian Theatre
[RU 354 Chekhov]

CN 056 The Novel

Any four of the following:

*EL 110 Continental Fiction
EL 206 The Early English Novel
EL 207 Nineteenth Century English Novel
EL 208 Twentieth Century English Novel
EL/AL 309 Contemporary Literature
AL 301 The American Novel I
AL 302 The American Novel II
[RU 351 Dostoevsky]
RU 352 Tolstoy
[RU 356 Russian Literature of the 60s and 70s]

CN 157 Poetry: the Lyric Tradition

1. EL 103 Lyric and Narrative Poetry *or*
   EL 175 The Structure of Poetry *or*
   EL 202 Interpretation of Literature: Major Poets from the Eighteenth to the Twentieth Century
2. EL 303 English Literature of the Sixteenth Century *or*
   EL 304 English Literature of the Seventeenth Century
3. EL 213 English Romanticism *or*
   EL 314 Victorian Poetry

4. [EL/AL 312 Modern Poetry] *or*
   AL 306 American Poetry: 1620–1920 *or*
   AL 307 Topics in Twentieth Century American Poetry

FRENCH

CN 058 French Language and Literature

1. *One of the following:*
   FR 205 Toward Liberated Expression *or*
   FR 215 Writing in French
2-3. *Two of the following:*
   FR 207 Introduction to French Poetry *or*
   FR 208 Introduction to French Theater *or*
   FR 209 Introduction to French Prose
4. One Literature course at the 300 level or equivalent in France

CN 118 French Civilization

1. FR 206 Introduction to Contemporary France
2. *One of the following:*
   FR 208 Introduction to French Theater *or*
   FR 209 Introduction to French Prose
3. FR 222 Facets of a Changing France
4. *One of the following, or equivalent in France:*
   [FR 310 Literature and Society in the Ancient Regime] *or*
   [FR 311 Voltaire, Diderot, and the French Enlightenment] *or*
   FR 312 The French Novel in the Age of Enlightenment *or*
   FR 313 French Civilization in the Twentieth Century *or*
   FR 315 Nineteenth Century Novel *or*
   FR 321 French Classical Theater *or equivalent in France*

CN 119 French Literature

1-2. *Two of the following:*
   FR 207 Introduction to French Poetry
   FR 208 Introduction to French Theater
   FR 209 Introduction to French Prose
3-4. Two literature courses at the 300 level *or equivalent in France*

GEOGRAPHY

CN 120 Geographical Analysis of Human Activity

1. GG 100 Geography: A Modern Synthesis
2. GG 211 Economic Geography
3. GG 212 Urban Geography
4. *One of the following:*
   GG 213 Population Geography
   GG 215 Political Geography

CN 121 Human Activity in the Physical Environment

1. GG 100 Geography: A Modern Synthesis
2. GG 250 Physical Earth Processes
3. *One of the following:*
   GG 254 Weather and Climate *or*
   GL 252 Geomorphic Processes
4. *One of the following:*
   GG 230 Social Aspects of Environmental Conservation
   GG 253 Natural Hazards

CN 164 Soviet Geography

1. GG 100 Geography: A Modern Synthesis
2. *One of the following:*
   GG 211 Economic Geography
   GG 215 Political Geography
3. GG 222 Contemporary Geography of the Soviet Union
4. GG 422 Seminar in Soviet Geography

CN 165 The Geography of Development

1. GG 100 Geography: A Modern Synthesis
2. GG 210 The Geography of Development
3. GG 211 Economic Geography
4. GG 213 Population Geography
5. GG 215 Political Geography

GEOLOGY

CN 059 Marine Geology

1. GL 112 Environmental Geology *or*
   GL 161 Oceanography
2. GL 201 Bedrock Geology of Vermont
3. GL 342 Marine Geology
4. GL 321 Sedimentary Rocks *or*
   GL 382 Geophysics *or*
   GL 500 Readings and Research

CN 060 Sedimentary Rocks

1. GL 112 Environmental Geology *or*
   GL 161 Oceanography *or*
   GL 342 Marine Geology
2. GL 201 Bedrock Geology of Vermont
3. GL 252 Geomorphic Processes
4. GL 321 Sedimentary Rocks

CN 061 Regional Geology

1. GL 170 Global Tectonics
2. GL 201 Bedrock Geology of Vermont *or*
   GL 252 Geomorphic Processes
3. GL 342 Marine Geology *or*
   GL 321 Sedimentary Rocks
4. GL 381 Structural Geology *or*
   GL 500 Readings and Research

CN 062 Geophysics

1. GL 152 Geologic Time *or*
   GL 170 Global Tectonics
2. GL 201 Bedrock Geology of Vermont *or*
   GL 342 Marine Geology
3. GL 381 Structural Geology
4. GL 382 Geophysics

CN 063 Rocks and Minerals

1. GL 170 Global Tectonics
2. GL 211 Mineralogy
3. GL 321 Sedimentary Rocks *or*
   GL 322 Igneous Petrology
4. GL 332 Metamorphic Petrology

GERMAN

CN 068 German Language and Literature

1. GN 201 Intermediate German
2. GN 202 Advanced German
3-4. Two courses numbered 300 or higher. These courses may be taken in the German department or in the Middlebury College German School during the summer.

HISTORY

CN 069 American History

1. HI 203 US History (1492–1861)
2-4. *Three of the following:*
HI 204 US History (1861–1945)
HI 361 Colonial America
HI 362 Era of the American Revolution (1763–1800)
[HI 363 Jeffersonian and Jacksonian America (1800–1848)]
HI 364 The Era of the Civil War and Reconstruction
[HI 365 Victorian America 1877–1919]
[HI 366 The American Frontier 1789–1892]
HI 367 Twentieth Century America (1920–1948)
HI 368 Twentieth Century America (1948–Present)
[HI 371 Black History]
5. HI 405 Readings in American History

CN 071 Modern Europe

1.[*HI 104 Modern Revolutions]
2-4. *Any three of the following:*
HI 215 History of Modern Europe (1815–1900)
HI 216 History of Europe (1900–1968)
HI 247 Russian History to the Great Reforms
HI 248 Russian History from the Great Reforms to the Present
[HI 346 History of France from the Old Regime to the Twentieth Century]
HI 349 History of Germany from 1648 to the Twentieth Century
HI 353 British History, 1603–1815
[HI 354 British History 1815–1979]
5. HI 403 Readings in Modern European History

CN 072 The Rise of Europe

1. *HI 103 Turning-points in Early Modern History
2-4. *Three of the following:*
HI 247 Russian History to the Great Reforms
HI 341 Civilization of the Dark Ages
HI 342 The Medieval Outlook
[HI 343 Europe in the Renaissance]
[HI 344 The Reformation]
[HI 214 Society and Culture in Western Europe 1500–1800]
HI 403 Readings in Modern European History

MATHEMATICS

CN 073 Applications

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. MA 315 Mathematical Models in the Social and Management Sciences
4. [MA 318 Selected Topics in Operations Research] *or*
MA 213 Computer Science I

CN 074 Analysis

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. MA 201 Mathematical Analysis III
4. MA 200 Linear Algebra

CN 075 Axiomatic Mathematics

1. *MA 227 Set Theory *or*
   MA 228 Mathematical Logic
2. *MA 105 Finite Mathematics
3. MA 200 Linear Algebra
4. [MA 411 Elementary Topology] *or*
   *MA 240 History of Mathematics

CN 076 Computer Science

1. MA 213 Computer Science I
2. MA 214 Computer Science II

3–4. *Two of the following:*

- MA 200 Linear Algebra
- MA 228 Mathematical Logic
- MA 310 Probability
- MA 311 Statistics
- MA 315 Mathematical Models in the Social and Life Sciences
- MA 318 Operations Research

CN 077 Discrete Mathematics

1. *MA 105 Finite Mathematics
2. MA 200 Linear Algebra
3. [MA 220 Graph Theory and Combinatorics] *or*
   [MA 227 Set Theory] *or*
   MA 203 Discrete Structures and Linear Algebra
4. MA 321 Elementary Number Theory

CN 078 Probability

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. MA 200 Linear Algebra
4. [MA 310 Probability]

CN 160 Computer Literacy

1–2. *Two of the following:*

- MA 103 Introduction to Computers
- MA 127 Elementary Computer Simulation
- NS 128 Cryptology: The Mathematics and Technology of Making and Breaking Secret Codes

3. MA 213 Computer Science I
4. *One of the following:*
   - MA 214 Computer Science II
   - MA 326 Artificial Intelligence
   - MA 315 Mathematical Models in the Social and Life Sciences
   - MA 318 Operations Research

CN 162 Mathematics and Statistics

1. MA 113 Analysis I
2. MA 200 Linear Algebra
3. [MA 310 Probability]
4. [MA 311 Statistics]

CN 179 Computer Systems

1. MA 213 Computer Science I
2. MA 214 Computer Science II
3. MA 323 Computer Systems and Assembly Language Programming
4. MA 341 Operating Systems *or*
   [MA 343 Compiler Design]

CN 180 Computer Science Theory

1. MA 213 Computer Science I
2. MA 214 Computer Science II

3–4. *Two of the following:*

MA 421 Theory of Computation
[MA 423 Algorithms and Complexity]
[MA 228 Mathematical Logic]

CN 181 Computer Applications

1. MA 213 Computer Science I

2–4. *Three of the following:*

MA 127 Elementary Computer Simulation
MA 214 Computer Science II
MA 226 Geometry and Computer Graphics
MA 326 Artificial Intelligence
MA 328 Advanced Topics in Cryptology

CN 182 Computer Modeling

1. MA 213 Computer Science I

2–4. *Three of the following:*

MA 214 Computer Science II
MA 226 Geometry and Computer Graphics
MA 315 Mathematical Models in the Social and Life Sciences
MA 318 Operations Research
MA 324 Numerical Analysis
NS 128 Cryptology: The Mathematics and Technology of Making and Breaking Secret Codes

Note: See Cognitive Science under Interdisciplinary listing.

MUSIC

A concentration in Music shall consist of four courses at least two of which shall be in different areas of the discipline: performance, history or theory. At least one course of the four shall be at the 300 or 400 level. The following list does not begin to exhaust the possible Music concentrations. Music faculty are happy to help students design their own plans.

CN 079 Music

1. *MU 109 Rudiments of the Musical Language
2. MU 220 *or* MU 221 Survey of Music History
3. A 300 level Music History Course
4. MU 306 Performance

CN 081 Music: History

1. MU 220 Survey of Music History
2. MU 221 Survey of Music History
3. MU 325 Music in the 20th Century
4. MU 209 Theory

CN 082 Music: Performance

1. MU 306 Performance
2. MU 307 Performance

3. MU 500 Independent Project in Recital
4. MU 220 *or* MU 221 Survey of Music History

CN 083 Music: Theory

1. MU 209 Theory
2. MU 210 Theory
3. MU 309 Analysis
4. MU 220 *or* MU 221 Survey of Music History

PHILOSOPHY

CN 084 Contemporary Philosophy

1. PA 223 Introduction to Contemporary Philosophy
2. [PA 207 Contemporary Moral Problems]
3. PA 352 Philosophy of Mind *or*
   [PA 354 Philosophy of Language]
4. PA 180 Introduction to Modern Logic

CN 085 History of Philosophy

1. *PA 201 Ancient and Medieval Philosophy
2. *PA 202 Modern Philosophy from Descartes to Peirce

3–4. *Two of the following:*

PA 222 American Philosophy
PA 223 Introduction to Contemporary Philosophy
[PA 250 History of Early Modern Philosophy]
PA 255 Kierkegaard, Marx and Nietzsche

CN 086 Logic and Philosophy of Science

1. PA 180 Introduction to Modern Logic
2. [PA 230 Philosophy of Science]

3–4. *Any two of the following:*

PA 212 Introduction to the History of Modern Science
PA 223 Introduction to Contemporary Philosophy
PA 280 Intermediate Logic
[PA 354 Philosophy of Language]
[PA 355 Issues in the Philosophy of Time]

CN 087 Value Theory: Ethics, Aesthetics, and Political Philosophy

1–2. *Two of the following:*

[PA 190 Ethics and the Environment]
PA 205 Human Nature and Ethics
[PA 207 Contemporary Moral Problems]

3–4. *Two of the following:*

PA 213 Philosophy of Religion
PA 233 Aesthetics
PS 317 Classical Political Philosophy
PS 318 Political Philosophy: Modernity

PHYSICS

CN 088 Physics

1. Any foundations course in Physics
2. MA 112 Mathematical Analysis I *or*
   MA 113 Mathematical Analysis II
3. PH 109 Mechanics
4. PH 110 Electricity and Magnetism

POLITICAL SCIENCE

The established Political Science concentrations listed below should not be taken to exhaust the range of possible concentrations in Political Science. Students considering a concentration in Political Science are encouraged to develop a self-designed concentration in consultation with the department chair.

CN 089 American Foreign Policy

1. PS 102 The American Political Regime *or*
   PS 104 Introduction to American Political Processes
2. PS 201 International Politics
3. PS 311 American Foreign Policy
4. *One of the following:*
   PS 408 Seminar on U.S. - Soviet Relations
   PS 412 Seminar on Diplomacy
   [PS 430 Seminar on U.S. - Asian Relations]

CN 122 American Politics

1. PS 102 The American Political Regime *or*
   PS 104 Introduction to American Political Processes

2-3. Two lecture courses at the 200 or 300 level

4. A Seminar in American government

CN 123 Comparative Politics

1. PS 103 Introduction to Comparative Politics

2-3. Two lecture courses at the 200 or 300 level.

4. PS 406 Seminar on Comparative Politics: Western Europe *or*
   PS 414 Seminar on Comparative Politics: USSR and East Europe

CN 090 Soviet and East European Politics

1. PS 103 Introduction to Comparative Politics
2. PS 227 Soviet Politics
3. PS 328 Comparative Communism
4. PS 408 Seminar on U.S. - Soviet Relations *or*
   PS 414 Seminar on Comparative Politics: USSR and East Europe

CN 091 International Relations

1. PS 201 International Politics
2. PS 302 International Conflict Resolution *or*
   PS 301 Nuclear Weapons and World Politics
3. PS 311 American Foreign Policy
4. *One of the following:*
   [PS 404 Seminar on the Global Political Economy]
   [PS 405 Seminar on the Causes of War]
   PS 408 Seminar on U.S. - Soviet Relations
   PS 412 Seminar on Diplomacy
   PS 416 Seminar in International Relations
   [PS 430 Seminar on U.S. - Asian Relations]

CN 094 Political Philosophy

1. *PS 101 Introduction to Political Science *or*
   *PS 107 Politics and the Studies of Politics
2. PS 317 Classical Political Philosophy
3. PS 318 Political Philosophy: Modernity
4. PS 401 Seminar on Political Philosophy *or*
   PS 409 Seminar on Political Philosophy: Aristotle

CN 125 Politics, Philosophy and Law

1. *PS 101 Introduction to Political Science *or*
   *PS 107 Politics and the Studies of Politics

2. PS 102 The American Political Regime
3. PS 317 Classical Political Philosophy *or*
   PS 318 Political Philosophy: Modernity *or*
   PS 409 Seminar on Political Philosophy: Aristotle
4. [PS 305 American Constitutional Law: The Federal System] *or*
   PS 306 American Constitutional Law: Individual Rights *or*
   PS 402 Seminar in Constitutional Law

CN 126 The Superpowers in World Politics

1. PS 201 International Politics
2. PS 311 American Foreign Policy
3. HI 348 Russian History from the Great Reforms *or*
   HI 368 Twentieth Century America (1941–1980) *or*
   PS 227 Soviet Politics
4. PS 408 Seminar on U.S. - Soviet Relations *or*
   PS 412 Seminar on Diplomacy

PSYCHOLOGY

CN 128 Personality/Social Psychology

Any four of the following:

1. PY 105 Introduction to Psychology
   PY 203 Social Psychology
   PY 204 Personality Psychology
   PY 325 Abnormal Psychology
   PY 414 Self Presentation
   PY 421 Nonverbal Behavior and Communication

CN 169 Psychology as a Natural Science

Any four of the following:

PY 105 Introduction to Psychology
PY 207 Conditioning and Learning
PY 208 Memory and Thinking
PY 301 Physiological Psychology
PY 416 The Limbic System
PY 417 Physiological Basis of Learning and Memory

CN 170 Psychology as a Social Science

Any four of the following:

PY 203 Social Psychology
PY 204 Personality Psychology
PY 225 Child Psychology
PY 226 Adult Development and Aging
PY 325 Abnormal Psychology
PY 411 Contemporary Issues in Psychology

CN 172 Life Span Development

Any four of the following:

PY 105 Introduction to Psychology
PY 225 Child Psychology
PY 226 Adult Development and Aging
PY 306 The Exceptional Child
TE 202 Issues in Adolescent Development

CN 173 The Psychology of Individual Differences

Any four of the following:

PY 105 Introduction to Psychology
PY 204 Personality Psychology

PY 225 Child Psychology
PY 325 Abnormal Psychology
PY 415 Self-Presentation
PY 425 Psychoanalysis

RELIGION

CN 101 Philosophy of Religion

1. *RE 110 Foundations of Western Religious Life and Thought
2. PA 213 Philosophy of Religion
3. RE 301 Modern Views of God and Religious Life: 19th Century
4. RE 302 Modern Views of God and Religious Life: 20th Century

CN 130 Comparative Religion

1. RE 110 Foundations of Western Religious Life and Thought
2. *RE 115 Introduction to Eastern Religious Thought
3. RE 201 The Jewish Tradition *or*
   RE 204 The Christian Tradition
4. RE 312 Buddhist and Christian Enlightenment *or*
   RE 340 Seminar in the History of Religions

CN 131 Asian Religions

1. *RE 115 Introduction to Eastern Religious Thought
2. *Any three of the following:*
   [RE 209 The Hindu Tradition]
   RE 210 The Buddhist Tradition: India and Tibet
   RE 211 The Buddhist Tradition: China and Japan
   [RE 215 Shinto: Japanese Indigenous Religious Beliefs]
   RE 311 Buddhist Philosophy

CN 132 Buddhism

1. RE 210 The Buddhist Tradition: India and Tibet
2. RE 211 The Buddhist Tradition: China and Japan
3. RE 311 Buddhist Philosophy
4. RE 312 Buddhist and Christian Enlightenment

CN 133 The Christian Tradition

1. *RE 105 Introduction to the English Bible *or*
   RE 281 Studies in the New Testament
2. RE 220 The Shaping of American Religious Life *or*
   RE 204 The Christian Tradition
3. HI 344 The Reformation
4. RE 301 Modern Views of God and Religious Life: 19th Century *or*
   RE 302 Modern Views of God and Religious Life: 20th Century

CN 147 Western Religious Thought

1. *RE 110 Foundations of Western Religious Life and Thought
2. *RE 220 The Shaping of American Religious Life *or*
   RE 204 The Christian Tradition

3–4. *Any two of the following:*
   RE 301 Modern Views of God and Religious Life: The 19th Century
   RE 302 Modern Views of God and Religious Life: The 20th Century
   RE 304 Seminar in Jewish Thought

RUSSIAN

CN 102 Russian

1. RU 101–102 Beginner's Russian (2 semesters)
2. RU 201–202 Intermediate Russian (2 semesters)

3. *RU 151 Russian Literature's Golden Age (1830–1880) (in English)
4. RU 321 Soviet Man and His World

CN 103 Russian Literature in Translation

Any four of the following:

*RU 151 Russian Literature's Golden Age (1830–1880)
*RU 152 Revolutionary Literature in a Revolutionary Society
[RU 351 Dostoevsky]
RU 352 Tolstoy
RU 353 Russian Theater
[RU 354 Chekhov]
[RU 356 Russian Literature of the 60's and 70's]

SOCIOLOGY/ANTHROPOLOGY

CN 104 Comparative Cultures

Any four of the following:

SA 321 Native Peoples of North America
[SA 322 Native Peoples of South America]
SA 326 Latin American Society and Culture
[SA 330 Perspectives of American Society and Culture]
SA 335 Chinese Society and Culture
[SA 336 Indian Society]
SA 343 American Community Studies
[SA 354 Race and Ethnicity]

CN 134 Simple and Complex Institutions

Any four of the following:

SA 180 The Anthropology of Religion
[SA 308 Sociology of Religion]
SA 315 Sociology of Education
[SA 344 Urban Sociology]
SA 385 Medical Sociology
[SA 387 Sociology of Law]

CN 135 Social Groups in American Society

Any four of the following:

SA 191 Introduction to Women in Social Thought
SA 307 Social Movements and Collective Action
[SA 316 Sociology of Youth]
[SA 330 Perspectives of American Society and Culture]
SA 343 American Community Studies
[SA 370 Sociology of Inequality]
[SA 390 Sociology of Women]

CN 136 Law and Social Policy

1. SA 105 Social Man and Social Order: Issues in Freedom and Constraint

2–4. *Any three of the following:*

SA 315 Sociology of Education
SA 385 Medical Sociology
[SA 387 Sociology of Law]
SA 388 Deviance
SA 389 Sociology of Mental Illness

SPANISH/ITALIAN

CN 106 Latin American Studies

1. SP 201 Intermediate Spanish
2. SP 219 Self Expression in Spanish

3. SA 326 Latin American Culture and Society
4. *Any one of the following:*
   HI 285 Colonial Latin America
   HI 286 Modern Latin America
   SA 326 Latin American Culture and Society

CN 107 Hispanic Literature

   SP 201 Intermediate Spanish
2. SP 219 Self-Expression in Spanish
3. SP 300 An Introduction to the Study of Hispanic Literature
4. Any advanced literature course

CN 156 Italian

1. IT 251 Intermediate Italian
2. IT 252 Advanced Italian

3–4. Two Italian courses at the 300 or 400 level.

TEACHER EDUCATION

CN 112A Elementary Education

1. PY 225 Child Development *or*
   TE 201 Critical Issues in American Education
2. TE 205 Methods of Teaching Language Arts in the Elementary School
3. TE 210 Methods of Teaching Mathematics and Science in the Elementary School
4. Winter Term Methods of Teaching the Arts and Music in the Elementary School
5. TE 404 Curriculum Development in the Elementary School
6. TE 405–406–407 Student Teaching

CN 112B Secondary Education

1. TE 201 Critical Issues in American Education *or*
   TE 202 Issues of Adolescent Development *or* the equivalent
2. TE 220 Teaching Reading and Study Skills in Secondary School Subjects
3. TE 414 Problems and Methods in Secondary Education
4. TE 415–416–417 Student Teaching

THEATRE, DANCE AND FILM

CN 108 Acting and Directing

1. *TH 116 The Creative Process: Theatre, Dance, Film
2. TH 102 Acting I
3. TH 214 Directing I
4. *One of the following:*
   TH 216 American Drama
   TH 326 Modern Drama
   TH 306 Twentieth Century Experiments
5. *One of the following:*
   TH 210 *or* TH 220 Production Studios
   TH 302 Voice
   TH 500 Independent Project

CN 109 Stage Design

1. *TH 116 The Creative Process: Theatre, Dance, Film
2. TH 211 Design
3. TH 213 Lighting *or*
   [TH 315 Costume Design]
4. TH 219 *or* 229 *or* TH 500, Production Studio *or* Independent Project
5. TH 306 Twentieth Century Experiments *or*
   TH 226 Modern Drama

CN 148 Dance

1. TH 284 Dance History
2. TH 276 Anatomy and Kinesiology *or*
   TH 279 Movement Intentionality
3. *Any three of the following:*
   TH 160/161/162 Beginning Dance
   TH 260/261 Intermediate Dance
   TH 360/361 Advanced Dance

CN 149 Film Studies

1. TH 130 Film Form and Film Sense
2. TH 231 Film History

3–5. *Any three of the following:*
   TH 234 American Film Genres
   TH 235 Sight and Sound
   TH 236 Television as Culture
   TH 237 Japanese Cinema
   TH 238 Third World Cinema
   TH 330 Film and Modernism

DEPARTMENTS OF INSTRUCTION

All courses are given as term courses with the exception of Senior Work (700) and 500 courses in an Honors program. These course numbers may signify on-going work, and in such event are graded "S" (Satisfactory progress) or "U" (Unsatisfactory).

Courses numbered 100–199 are usually taken by freshmen; 200–299, by sophomores; 300–399, by juniors; 400–499, by seniors. Schedules are cleared on this basis and conflicts will thus be most easily avoided by taking courses in proper sequence.

At the head of each departmental section, the major is described and the requirements for a major in that department are stated, together with recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1987–88 are bracketed. Abbreviations include: Lab., laboratory period; Lect., lecture period.

The College reserves the right, without further notice, to cancel any courses herein described, or to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring term offerings listed for the year 1987–88 may be incomplete. Departments may be consulted about the possibility of other courses. Winter term information will be published and distributed separately.

INTERDEPARTMENTAL

ID 100 Intensive Freshman Writing Seminar Fall

An intensive writing course intended to improve writing skills. This course is also useful for those students for whom English is a second language. Numerous papers and revisions are required. Class discussions focus on the analysis of varied literary works in order to help students develop analytical skills. Students will be taught how to use the word processor. This course does not fulfill the freshman writing requirement. Mrs. Pack

ID 101 Intensive Freshman Writing Seminar Spring

Same as ID 100, above. Mrs. Pack

FRESHMAN WRITING PROGRAM

All freshmen must elect one of the courses in the writing program. These courses are designed to develop and improve the skills of written communication; they are taught in sections of limited enrollment, require frequent written assignments, and proceed through close revision of papers, class discussion of both particular and general problems of writing and, as necessary, individual conferences. Satisfactory completion of one of these courses is a graduation requirement. Freshmen who have completed the Freshman Writing Program requirement may, in their freshman year, elect a second, different course

in the Program, space permitting. In 1987–88 the courses that satisfy the requirement include those listed below. For full descriptions see the entries under individual departments of instruction.

AMERICAN LITERATURE AND CIVILIZATION
- **AC 103A American Values**
- **AC 103B The American Indian**
- **AL 103A American Places**
- **AL 103B The American Character**
- **AL 103C Black American Literature**

BIOLOGY
- **BI 102 Science in Science Fiction**
- **BI 111 Writing on Nature**

CHEMISTRY
- ***CH 170 Chemistry for Citizens**
- ***CH 172 Environmental Chemistry**

CHINESE
- **CS 114 War in Literature: East and West**

ENGLISH
- **EL 102 Perception and the Dreaming Mind**
- **EL 103 Lyric and Narrative Poetry**
- **EL 105 Drama**
- **EL 107 Journal and Essay**
- **EL 110 Continental Fiction**
- **EL 125 Shakespeare**
- **EL 170 The Structure of Fiction**
- **EL 175 The Structure of Poetry**

GEOGRAPHY
- ***GG 100 Geography: A Modern Synthesis**

GEOLOGY
- **GL 101 National Parks**
- **GL 112 Environmental Geology**

HISTORY
- ***HI 103 Individuals and Organizations**
- **HI 110B Freshman Seminar: Women in English Society, 1500 to the Present**
- **HI 203 United States History (1492–1861)**

LINGUISTICS
- **LI 211 Sociolinguistics**

MATHEMATICS AND COMPUTER SCIENCE
- ***MA 103 Introduction to Computers**

MUSIC
- ***MU 101 Introduction to Musical Styles**
- ***MU 105 Perspectives of Music**
- **MU 140 History and the Arts in the Italian Renaissance**

PHILOSOPHY
- ***PA 150B Introduction to Philosophy**
- ***PA 150C Introduction to Philosophy**

PHYSICS
- ***PH 101 The Nature of Things**

POLITICAL SCIENCE
- **PS 103 Introduction to Comparative Politics**
- **PS 104 Introduction to American Political Processes**

RELIGION
- ***RE 115 Introduction to Eastern Religious Thought**

RUSSIAN
- ***RU 151 Poets, Pistols, Prisoners and Prostitutes: Russian Literature, 1830–1880**

SOCIOLOGY-ANTHROPOLOGY
- ***SA 105 Social Man and Social Order**

THEATRE, DANCE, FILM
- ***TH 130 Film Form and Film Sense**

Approved winter term courses when offered.

*Foundations Course

DIVISION OF FOREIGN LANGUAGES

In addition to courses offered in the departments of Classics, French, German, Russian, and Spanish and Italian, and in the Program in Japanese, the Division of Foreign Languages offers the following courses which span the boundaries of its separate departments:

***FL 201 Introduction to Linguistics** Fall

Many linguists consider language the definitively human attribute—the genetic endowment which, more than any other single factor, accounts for the success of the species and its ability to dominate the other species with which it shares this planet.

This course is an introduction to the study of human language: its nature, structure and uses, with strong emphasis on its systematic, rule-governed, innate character and the ways in which individual languages may differ within observed "universal" parameters. Topics covered include phonology, morphology, syntax, psycho- and sociolinguistics, language relationships and language change. Method of instruction: primarily informal lecture with class participation, problem-solving and a few short papers or projects. Mrs. Olinick

***FL 239 Structuring the Chaos** Spring

A comparative study of literature's tendency to organize the most painful, hence disorganizing, elements of the human experience. We will examine the conceptual/structural problems of origins, limits and endings as they arise in such thematic contexts as suffering, sexuality, loneliness and death. Beginning with "Genesis" and "Job," readings include poems, plays and fiction: Baudelaire, Kafka, Beckett, Woolf and others. Ms. Montgomery

FL 340 The Art and Craft of Translation Spring

A workshop-style course for students with upper-level language training (classical and modern) involving the transmutation of texts (poetry and prose) into workable English literary form. Limited to 12 students. Mr. Harris

For additional courses offered in English, see also:

CL 112 Introduction to Greek Civilization Fall

CL 113 Introduction to Roman Civilization Spring

[*CL 118 Political History and Theory of Greece and Rome]

***CL 121 The Classical Tradition of the Liberal Arts and Sciences** Spring

CL 131 History of Classical Greece Fall

CL 132 History of Classical Rome Spring

***CL 150 The Ancient Epic** Fall

***CL 152 Greek Tragedy** Spring

***CL 175 Greek Philosophy** Fall

CL 220 Introduction to Greek Science Fall

CL 450 History of Classical Literature (in Translation) Spring

***CS 133 Masterworks of Chinese Literature and Civilization** Spring

CS 216 Traditional Chinese Fiction in Translation Fall

CS 220 Modern Chinese Fiction in Translation Spring

CS 225 Classical Chinese Poetry in Translation Fall

[CS 260 Introduction to Literary Theory and Criticism]

***FR 115 Realism: French Fiction from Stendhal to Proust** Spring

[*FR 120 Women Writers in France]

***IT 290 Dante** Spring

[IT 298 The Italians]

***RU 151 Russian Literature's Golden Age (1830–1880)** Fall

***RU 152 Russian Modernism (1880–Present)** Spring

[RU 351 Dostoevsky]

RU 352 Tolstoy Fall

RU 353 Russian Theater Spring

[RU 354 Chekhov]

[RU 356 Russian Literature of the 60's and 70's]

DIVISION OF NATURAL SCIENCES

[*NS 128 Cryptology: The Mathematics and Technology of Making and Breaking Secret Codes]

*Foundations Course

AMERICAN LITERATURE AND CIVILIZATION

Professors: John McWilliams (chair), Stephen Donadio (on leave all year). *Assistant Professors:* John Gilkeson (Dana Faculty Fellow in American Civilization), Joanne Jacobson, Karl Lindholm, Brett Millier *Instructor:* Kenneth Myers.

The department offers two different majors, one in American Literature and one in American Civilization, each of which has its own set of requirements and its own director. The American Literature major, directed by Professor McWilliams, provides an opportunity for the intensive study of American literature in the context of American history or of creative writing. The American Civilization major (formerly called American Studies), directed this year by Professor Jacobson, involves study of a wide range of developments in American culture through a series of courses offered by at least seven different participating departments.

Students interested in pursuing studies in the Department of American Literature and Civilization should choose one of the two available majors by the end of their sophomore year. Transferring from one major to the other is permissible so long as the student is prepared to meet the requirements for the new major.

AMERICAN LITERATURE

The American Literature major is expected to develop an understanding of the nation's principal writers and movements as they have developed historically. This program of study within the department emphasizes the systematic study of American literature, in the broader context of the culture as a whole, from its colonial origins to the present day.

Required for the major: Fourteen courses for all majors, including AL 201, 202, and 203, AL 450, four other one-semester literature courses in the department, and the two seminars in the Senior Program. The remaining four courses may be fulfilled in one of two ways. Students pursuing the study of American literature in its historical context will normally take two courses in American history (HI 203–204 are especially recommended) and two courses in a non-American literature (EL 201 and EL 213 are especially recommended). Students who wish to pursue a creative writing specialization may take four courses in the creative writing sequence offered by the English Department.

The Senior Program consists of a fall term seminar (AL 704), and a winter term seminar culminating in a one-hour oral general examination. The oral examination is based upon a list of readings required of all majors.

Honors Program: Departmental Honors are awarded on the basis of a senior thesis. To qualify as a candidate for Honors, one must have had an average of B+ or better for previous work in the department. During the spring of the junior year, in consultation with the faculty adviser and with departmental approval, the student will select a topic for independent investigation. During the senior year, he or she will take AL 700 (Senior Research) in the fall and spring semesters. Creative Writing theses will be supervised by the faculty in Creative Writing.

An oral examination will be given on the completed thesis. The examination will be administered by three faculty members, one of whom will ordinarily be from outside the department. Highest Honors will be granted for a grade of A, High Honors for a grade of A− and Honors for a grade of B+. For Honors in any of these categories the student must also have a final average of B for all course work in the department and a minimum of B on the General Examination.

FRESHMAN WRITING COURSES

AL 103 and AC 103 satisfy the freshman writing requirement. For full description of the Freshman Writing Program, see p. 114.

AL 103 **Topics in American Literature**

AC 103 **Topics in American Civilization** Fall, Spring

Study of a particular theme, genre or movement in American literature, or a particular subject of inquiry in American Civilization. Topics will differ in each section. All sections will fulfill the Freshman Writing Requirement. AL 103 may also be counted as an elective within the American literature major, or within the American Civilization Major; AC 103 may be counted within the American Civilization Major.

AL 103A **American Places** Fall
Ms. Millier

AL 103B **The American Character** Fall
Mr. Lindholm

AL 103C **Black American Literature** Spring
Mr. Myers

AC 103A **American Values** Fall
Mr. Gilkeson

AC 103B **The American Indian** Fall
Mr. McWilliams

[AL/EL 113 Visions of Nature]
Offered in 1988–89.

AL 201 American Literature: 1620–1830 Fall

A study in the growth of American literature from the era of the Puritans through the era of early Romantic authors. Emphasis on Bradford, Taylor, Edwards, Franklin, Irving, Cooper and Poe. Open to all majors in American Literature and Civilization. Limited to 70 students. Ms. Jacobson

AL 202 American Literature: 1830–1865 Spring

A study of the six authors who comprise the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. Open to all majors in American Literature and Civilization. Limited to 70 students. Mr. Myers

AL 203 American Literature: 1865–1940 Spring

A study of the major authors of the period, including Twain, James, Stephen Crane, Henry Adams, O'Neill, Frost, Eliot, Stevens, Hemingway, Fitzgerald, and Faulkner. Open to all majors in American Literature and American Civilization. Limited to 70 students. Ms. Millier

AL 240 American Autobiography Spring

This course will consider the many kinds of "autobiographical" writing in which Americans have expressed themselves from the 17th century to the present. We will explore changing conceptions of autobiography over this period, focusing on the forms which authors have located and devised in order to make sense of their own experience. In particular, the course will be concerned with what access to a "literary" voice has meant to Americans writing about themselves, and with the special imperatives of autobiography for women and minorities. Texts will include work by the following writers: Mary Rowlandson; Jonathan Edwards; Benjamin Franklin; Frederick Douglass; Walt Whitman; Emily Dickinson; Alice James; Henry Adams; Eugene O'Neill; Wright Morris; Mary McCarthy; Scott Momaday; Alfred Kazin; Maya Angelou.
Ms. Jacobson

AL 260 Fiction by American Women Spring

This course will examine novels and short stories written by American women from the 1890's to the present. We will be exploring the following central questions: What issues have been of particular concern to American women writers of fiction? How have these concerns evolved over the past century? Is there such a thing as a "female" literary voice? What part have works by women played in the process of establishing a canon of "standard" texts? Readings will be chosen from the work of the following writers: Sarah Orne Jewett; Mary E. Wilkins Freeman; Kate Chopin; Charlotte Perkins Gilman; Edith Wharton; Willa Cather; Zora Neale Hurston; Tillie Olsen; Joan Didion; Mary Gordon; Toni Morrison; Joan Chase; Sue Miller; Louise Erdrich. Ms. Jacobson

AL 301 The American Novel: I Fall

The development of the American novel in the 19th century, including work by Brockden Brown, Cooper, Hawthorne, Stowe, Melville, Twain, Howells, James, Norris, Wharton and Crane. (Open to juniors and seniors only.) Ms. Millier

AL 302 The American Novel: II Spring

The development of the American novel in the 20th century, including fiction by Dreiser, Hemingway, Fitzgerald, Faulkner, Dos Passos, West, Wright and Bellow. (Open to juniors and seniors only.) Mr. McWilliams

AL 306 American Poetry: 1620–1920 Fall

American poetry from the Puritans to the first generation Moderns. Particular attention will be paid to works by Anne Bradstreet, Edward Taylor, Walt Whitman, Emily Dickinson, Robert Frost, William Carlos Williams, and Wallace Stevens.
Mr. Myers

[AL 307 Topics in Twentieth Century American Poetry]
Offered in 1988–89.

***AL/EL 309 Contemporary Literature** Spring

See English course listings for description.

[AL/EL 312 Modern Poetry]

[AL 320 The American Epic]
Offered in 1988–89.

AL/AC 340 Regionalism: American Wilderness Fall

An historical survey of the changing experience of undomesticated environments as revealed by both written and painted works created between 1620 and 1880. Mr. Myers

EL/AL 405 H. L. Mencken's Defense of Women Fall

See English course listings for description.

[AL/AC 420 American Culture: 1941–1961]
Offered in 1988–89.

AL 450 Seminar in Major Authors Spring

Intensive study of a single author or two closely related authors. Readings will include secondary sources. A lengthy term paper will be required.
Spring: Ernest Hemingway Mr. McWilliams

AL 500 Special Research Fall, Spring

Individual research upon a topic not covered in regular course offerings. (Permission of the instructor.) Staff

AL 700 Senior Research Fall, Spring

For seniors who are candidates for departmental honors. In order to complete thesis requirements, students will take AL 700 during both semesters of their senior year.

AL 704 Senior Seminar Fall

Group discussion of selected works related to the required reading list for majors. Regular oral presentations and written work required.
Ms. Jacobson

N.B.: During winter term, all senior majors will take a review seminar culminating in an oral general examination to be held at the end of January.

AMERICAN CIVILIZATION

Majors in American Civilization are expected to develop a broad awareness of a wide range of developments in the nation's cultural life. This major offers the possibility of an interdisciplinary approach to the study of American culture as that culture manifests itself in significant historical events, in institutions, in the arts, and in general philosophical ideas and values.

Students are expected to achieve a certain range and depth in their studies by completing specific courses in the various participating departments (see Section I below). They are further expected to integrate and focus their studies: first, through advanced work in a single discipline (see Section II); and second, through the American Civilization Seminars and the Senior Thesis (see Section III).

Freshmen considering an American Civilization major should think seriously about the fact that an interdisciplinary major can be more, not less, demanding than one in a single discipline. A considerable amount of initiative and self-direction is expected of students in the Program, especially in the fulfillment of the senior thesis requirement.

Ms. Jacobson is Director of the major in American Civilization. Students seeking information or advice concerning American Civilization should consult Mr. Gilkeson or any of the following advisers: Mr. Sax (Economics); Mr. Davis (Political Science); Mr. Ferm (Religion); Ms. Nelson (Sociology/Anthropology); Mr. Gilkeson or Mr. McWilliams (American Literature and Civilization); Mr. Wilson or Mr. Andres (Art); Mr. Jacobs (History); Ms. Cook (Music); Ms. Mayer (Geography); Mr. Perry (Theatre, Dance and Film). In the completion of their course work and research, majors in American Civilization are encouraged to seek advisers outside the faculty of the department itself.

Eighteen courses in three categories listed below are required for the major. Since the character of the program of study is interdivisional, students majoring in American Civilization are not required to take a college concentration.

AC 103A American Values Fall
(Freshman writing course.)
Mr. Gilkeson

AC 103B The American Indian Fall
(Freshman writing course.)
Mr. McWilliams

AC 220 Topics in American Civilization: American Culture, 1919–1929 Spring

An inquiry into cultural developments in the United States during the 1920's, the first so-called modern decade. Topics include postwar disillusionment, the expatriates, small-town America, the revolution in manners and morals, the modern woman, the New Negro, the social sciences, machine-age civilization, and the New South. Readings will include works by E.E. Cummings, T.S. Eliot, Ernest Hemingway, Sinclair Lewis, F. Scott Fitzgerald, Willa Cather, Margaret Mead, Robert and Helen Lynd, and John Dos Passos.
Mr. Gilkeson

AC 330 Studies in American Civilization: American Culture: 1929–1941 Fall

This course will examine American culture of the period from the Stock Market Crash through the bombing of Pearl Harbor and will focus on the ways in which Americans responded to the crisis of the Depression. Topics covered will include the New Deal, documentary photography, the Federal Writers project, regionalist painting, detective fiction, children's literature, gangster and fantasy films, and literature, film and music of the migrant

worker experience, and other major literary works. We will also be concerned with the larger problem of defining an "American culture."

Ms. Jacobson

AC/AL 340 Regionalism: American Wilderness Spring

See American Literature course listings for description.

AC 400 Junior Research Seminar Fall
Mr. Gilkeson

[AL/AC 420 American Culture: 1941–1961]

I. Courses required of all students (9)

1. **AL 103 Topics in American Literature and Civilization** *or*
   AC 103 American Values
   AL 201 American Literature (1620–1830)
2. **AL 202 The American Renaissance (1830–1865)**
3. **HI 203 United States History (1492–1861)**
4. **HI 204 United States History (1861–1945)**
5. **RE 220 The Shaping of American Religious Life**
6. **AR 207 American Art** *or*
   AR 211 American Design
7. **PS 102 American Political Regime** *or*
   PS 104 American Political Processes
8. **PA 222 American Philosophy** *or*
   MU 326 Music in America
9. *One of the following:*
   [SA 330 Perspectives of American Society and Culture]
   SA 343 American Community Studies
   [SA 370 Sociology of Inequality]
   [SA 390 Sociology of Women]

II. Four related American courses chosen from the following list. Students are required to take at least three of these courses in a single department. These courses, in conjunction with those taken under Part I, will provide students with considerable experience in a single traditional discipline.

AMERICAN CIVILIZATION

AC 103 American Values Fall
AC 220 Topics in American Civilization: American Culture 1919–1929 Spring
AC 330 Studies in American Civilization: American Culture in the 1930's Fall
[AL/AC 420 American Culture: 1941–1961]

AMERICAN LITERATURE

AL 103 Topics in American Literature Fall, Spring
AL 203 American Literature: 1865–1940 Spring
AL 240 American Autobiography Spring
AL 260 Fiction by American Women Spring
AL 301 The American Novel: Nineteenth Century Fall
AL 302 The American Novel: Twentieth Century Spring
AL 306 American Poetry: 1620–1920 Fall
[AL 307 Topics in Twentieth Century American Poetry]
[AL 340 Regionalism: Literature of New England]
[AL/AC 420 American Culture: 1941–1961]
AL 450 Seminar in Major Authors: Hemingway Spring
[AL 455 Black American Literature]

ART

AR 202 Twentieth-Century Painting and Sculpture Spring
[AR 207 American Painting: 1750–1900]
AR 211 American Design Fall
AR 308 Late Modern Art Fall
[AR 314 America: The Visual Environment]
AR 403 Seminar in Modern Architecture Fall
AR 407 Seminar in American Art: Winslow Homer Fall

ECONOMICS

EC 150 Introductory Economics (Macro) Fall, Spring
EC 155 Introductory Economics (Micro) Fall, Spring
[EC 300 Current Problems in Economic Policy]
EC 310 Economics of Investing in Securities Fall

EC 365	Environmental Economics	Fall
[EC 465	Public Policy Toward Business]	
EC 475	Monetary Theory and Financial Institutions	Spring
[EC 485	Labor Economics]	

GEOGRAPHY

GG 211	Economic Geography	Spring
GG 212	Urban Geography	Spring
GG 230	Social Aspects of Environmental Conservation	Fall

HISTORY

HI 361	Colonial America	Fall
HI 362	The Era of the American Revolution	Spring
[HI 363	Jeffersonian and Jacksonian America: 1800–1848]	
HI 364	Civil War and Reconstruction	Fall
[HI 365	Victorian America (Gilded Age)]	
[HI 366	American Frontiers]	
HI 367	Twentieth Century America: 1920–1948	Fall
HI 368	Twentieth Century America: 1948–Present	Spring
[HI 371	Black History]	
[HI 376	American Labor History]	
[HI 378	Local History]	
HI 405A	Readings in American History: Great American Historians	Fall
HI 405B	Readings in American History: The History of American Thought, 1789–1930	Spring
[HI 415	Topics in American History]	
HI 422	Research and Writing in U.S. History	Spring

MUSIC

MU 326	Music in America	Spring

POLITICAL SCIENCE

PS 208	Congress	Spring
[PS 305	American Constitutional Law: The Federal System]	
PS 306	American Constitutional Law: The Bill of Rights	Fall
[PS 312	Politics of the Federal Bureaucracy]	
PS 314	American Urban Politics	Spring
[PS 402	Seminar in Constitutional Law]	
[PS 410	Seminar: Political Parties and Interest Groups]	
PS 425	Seminar: The American Presidency	Fall

RELIGION

RE 302	Modern Views of God and Religious Life: The Twentieth Century	Spring
RE 306	The Puritan Tradition in America	Spring
RE 307	Three Americans: James, Dewey and Niebuhr	Spring
RE 308	Seminar in American Religious History	Fall

SOCIOLOGY/ANTHROPOLOGY

SA 191	Introduction to Women in Social Thought	Fall
SA 307	Social Movements and Collective Action	Fall
[SA 308	Sociology of Religion]	
SA 315	Sociology of Education	Spring
[SA 316	Sociology of Youth]	
SA 321	Native Peoples of North America	Spring
[SA 330	Perspectives of American Society and Culture]	
SA 343	American Community Studies	Fall
[SA 344	Urban Sociology]	
SA 345	Work, Leisure and Sport	Spring
[SA 370	Sociology of Inequality]	
SA 385	Medical Sociology	Spring
[SA 387	Sociology of Law]	
SA 388	Deviance	Fall
[SA 390	Sociology of Women]	

THEATRE, DANCE AND FILM

[TH 216	American Drama]
[TH 234	American Film Genres]

III. Advanced Studies: AC 400, AC 401, AC 704, and two semesters of AC 700 are required. (5 courses)

AC 400 Seminar in American Civilization (Junior Year) Fall

An introduction to the theories and methods of American Civilization and their application to a particular theme or aspect of American culture.

Mr. Gilkeson

AC 401 Research Seminar (Junior Year) Spring

An introduction to the definition and exploration of research topics in American Civilization. Discussions of readings covering a particular topic considered in AC 400 will lead to a research paper using both primary and secondary sources.

Staff

N.B.: AC 400 is of crucial importance in the American Civilization track. American Civilization majors who hope to take a semester abroad, or to transfer for a semester, should plan on doing so only during the spring semester of their junior year. The AC 401 requirement will be waived for students studying elsewhere.

AC 500 Independent Study Fall, Spring
Staff

AC 700 Senior Thesis Fall, Winter
For students who have completed AC 400 and AC 401 and who have thus qualified for the Senior Program. Under the guidance of one or more appropriate faculty members, each senior will do research leading toward a two-term, two-credit thesis of substantial length (80–100 pp.) on some related interdisciplinary aspects of American culture. The thesis is to be submitted no later than the last Thursday of winter term. Staff

AC 704 Seminar in American Civilization (Senior Year) Spring
Seniors will conduct a seminar discussion on subjects related to the ones they have addressed in their theses and as applied to readings assigned to the group. Mr. Gilkeson

*Foundations Course

ART

Professors: Glenn Andres (on leave all year), David Bumbeck (on leave winter and spring terms), John Hunisak (chair) *Associate Professors:* Eric Nelson, Christopher Wilson *Assistant Professors:* James Butler, David Napier (on leave all year), Kirsten Powell, Richard Saunders (College Curator) *Visiting Assistant Professors:* Andrea Carroll, John Huddleston *Visiting Instructor:* Jen Mai-Ma

The Art Department is dedicated to the idea that the study of the visual arts (both in studio and in art history) can serve as a rewarding framework about which to build a liberal arts education.

Beginning work is required in both areas of the department: AR 101, Introduction to Art and Art History, and AR 209, 210, Studio Art I and II. Satisfactory completion of these courses qualifies a student for the major, which may then be completed in any of three ways:

Art History Emphasis: Five additional courses of choice in art history (two of which must be devoted to art before 1800 or non-Western art); AR 400 (which must be taken previous to the commencement of the senior thesis and is recommended before any foreign study); and two terms of AR 710 (senior work), normally fall and winter, in order to write a senior thesis. AR 325, Special Problems in Art History, will be offered on a rotating basis with different faculty members offering a variety of "problems" which are methodological in focus; it is strongly recommended that all art history majors take one of these offerings. *Recommendation:* Graduate schools of art history require students to pass reading examinations in both French and German.

Studio Emphasis: Four additional studio courses and four additional courses in the history of art, plus senior work. Senior work may assume two forms. Either the student may elect three terms of AR 720 and carry out a sustained studio project or the student may elect at least two studio courses beyond the six required of the major. All senior studio majors are required to present an exhibition of their work during their senior year.

Architecture Emphasis: Four additional courses in the history of art and two additional studio courses, and two terms of AR 730 (senior work), normally fall and winter, in order to design an architectural project. *Recommendation:* Graduate schools of architecture expect candidates to have taken two semesters each of math and physics.

Honors: B+ or higher in senior work, plus cumulative departmental average (including senior work) of 6.3 or higher.

Categories of honors are based upon cumulative departmental averages as follows:

6.3 or higher	Honors
7.5 or higher	High Honors
8.1 or higher	Highest Honors

Teacher Training: Students interested in teacher training in art should consult with the chairmen of the Teacher Education Program and the Art Department.

International Major: AR 101 or 103, AR 400, at least one course relating to the art of the language country; two art history courses at a Middlebury School Abroad or an approved equivalent; senior thesis and an advanced course in the Language Department. Minimum of ten courses.

***AR 101 An Introduction to Art and Art History** Fall

This course serves as an introduction to the study of Western painting, sculpture and architecture. Beginning with issues of media and style, the investigation will then proceed to questions of symbolism and meaning. After having gained sufficient factual and conceptual sophistication, students will be asked to consider the problem of value judgments, how they have been made in the past and are made in the present. Two lectures and one discussion per week. Mr. Hunisak and Staff

AR 103 Introduction to Far Eastern Art Spring

As an introduction to the art of the Far East, this course will examine the painting, sculpture, architecture, and decorative arts of India, Southeast Asia, China, and Japan. Works of art will be studied in terms of style, iconography, and social and historical context. Two lectures and one discussion per week. Ms. Ma

AR 115 Introduction to Primitive Art: Africa, Oceania and The Americas Spring

The course introduces students to ethnoaesthetics and the traditional arts of smaller-scale nonliterate societies. Despite their dissimilarities in style, media and technique, the visual arts of Africa, Oceania and parts of the Americas share important concerns with mythology and ritual. From these developed the importance of masks and masking which will be a major focus. We will also deal comparatively with sculpture to commemorate the gods and ancestors, with architecture, textiles, pottery and the arts of the body. Finally, the role of the artist will be compared with that in Western society. Staff

AR 201 Italian Renaissance Painting and Sculpture Fall

A selective survey of Italian Renaissance art, with an emphasis upon painting and sculpture, examining leading masters in their artistic, intellectual, and religious context. Mr. Wilson

AR 202 Modern Art Spring

A survey of painting and sculpture from Post-Impressionism to the present. In addition to study of the artistic development of major figures and movements, attention will be paid to the political, social, and literary contexts to which the masters of modernism belong. Emphasis will also be placed on artists' and critics' statements about developments in modern art. Ms. Powell

[AR 207 American Painting: 1750–1900]

AR 209 Studio Art I Fall

A complete and thorough basic drawing course. Mediums used will be pencil, charcoal, conte crayon, and pastel. Work will be done from observation and invention. Line, perspective, value, composition, and introduction to color will be discussed. Assignments will involve students not only with the formal and technical aspects of drawing, but also with the idea of drawing as an individual means of expression. No prior drawing experience is assumed or expected. Required of all art majors. Junior and senior non-majors will be wait-listed in the order of their requests at registration and places assigned to them after art majors have been accommodated. Students are required to take AR 210, in order to receive credit for AR 209. Each section limited to 22 students.

Mr. Bumbeck, Mr. Nelson, Mr. Butler, Mr. Huddleston

AR 210 Studio Art II Spring

A continuation of AR 209 which is split into two six-week segments. In the first segment we will introduce three-dimensional concepts with the media of clay, cardboard, plaster and mixed materials. In the second segment we will introduce applied color theory through the medium of casein paint.

Ms. Carroll, Mr. Butler, Mr. Nelson, Mr. Huddleston

[AR 211 American Design]

AR 216 Art of the Middle Ages Spring

A survey of European art and architecture from the fall of Rome to the late thirteenth century. Among the topics to be discussed are: Irish monasticism and its art forms, Romanesque art and architecture, and the great Gothic cathedrals of Chartres, Bourges, Paris, Reims and Amiens. In addition to examining the structural principles of Romanesque and Gothic architecture, we will discuss the development of medieval sculpture and iconography. Other topics to be considered are the design of stained glass windows, illuminated manuscripts, and late medieval tapestries.

Mr. Wilson

AR 218 History of Photography Spring

A survey of the art from its inception to the present. We will trace developments as they occurred within the photographic tradition, and as they relate to other art forms. Mr. Huddleston

[AR 219 Ancient Art]

[AR 301 Modern Architecture]

[AR 302 Baroque Art: Painting, Sculpture and Architecture of Seventeenth Century Rome]

[AR 304 Northern Baroque Art]

AR 305 Painting and Sculpture of Nineteenth Century Europe Spring

During the 19th century, Paris was the capital of the art world, and the structure of this course will be based upon that central, undeniable fact. From the revolutionary 1780's until the Exposition Universelle of 1900, we will consider 19th century painting and sculpture primarily as a Parisian phenomenon, with detours to other countries and cultural centers whenever appropriate.

Mr. Hunisak

[AR 307 The Art of the City]

[AR 308 Late Modern Art]

AR 309 Painting Fall

Painting with the emphasis on structuring of pictorial space in representational and non-representational or abstract conceptions. Use of new and traditional media. Limited to 15 students. (AR 209, 210 or permission.) Mr. Butler

AR 310 Painting Spring

A continuation of AR 309. Mr. Butler

[AR 312 Roman Art]

AR 315 Printmaking Fall

Studio instruction in traditional and contemporary methods of intaglio printmaking. Critical emphasis on monochrome imagery augmented by extensive slide lectures providing the student with a thorough background in recent developments in the intaglio media. Limited to 15 students. (AR 209 and AR 210.) Mr. Bumbeck

AR 316 Printmaking Spring

Continued instruction in the intaglio medium incorporating the collagraph method and the full range of color methods including ink viscosity, multiple plate and relief color printing. (AR 315.)

Ms. Carroll

AR 317 Film and Modernism in the Arts Spring

The development of cinema is examined in relation to the major aesthetic movements in this century. Expressionism, constructivism, futurism, surrealism, dadaism, cubism, and other theoretical movements are shown to have an influence upon film theory and filmmaking. Readings, screenings, oral reports and research papers. (AR 202 and TH 117 (or FL 252).) Mr. Perry

AR 319 Sculpture Fall

An introduction to sculpture. Our goal will be to gain experience in intelligent expression or communication of ideas in three dimensional form. Instruction will be offered to introduce the student to the technical and conceptual developments within the discipline, both in its traditional and current practice. This instruction will include but not be limited to modeling, mold-making, casting, carving, and construction in wood and metal in figurative and non-figurative forms of expression. (AR 209, 210 or permission.) Limited to 15 students.

Mr. Nelson

AR 320 Sculpture Spring

A continuation of AR 319. Students will pursue expression in three-dimensional form with a greater concentration in a specific area or exploration of new techniques and concepts. Mr. Nelson

[AR 321 Indian and Indonesian Art]

AR 322 Eighteenth Century Art and Architecture Spring

This course will examine the major artists, monuments, and theoretical issues of the art and architecture of the 18th century, from the rococo style to neoclassicism. Attention will be given to aesthetic issues in England, France and Germany with emphasis to be placed upon the role of artists in a rapidly changing society. Ms. Powell

AR 325 Special Problems in Art History: Biography of Artists as Art Historical Method Fall

From the Renaissance onward, art history was often equated with "lives of the artists," but the use of biographical evidence in art historical writing has frequently been regarded with suspicion during the 20th century. Recently there has been a resurgent interest in incorporating evidence and insights gleaned from the biographies of artists to illuminate the meaning of art works. This recent trend will be the focus of this course. Among the artists whose work will be scrutinized in the light of biographical evidence will be Donatello, Michelangelo and Bernini, as well as Watteau, Rodin, Van Gogh, Cezanne, and O'Keeffe. Mr. Hunisak

AR 327 Photography Fall

An introduction to the discipline. Exploration of traditional and contemporary photographic expression, including portraiture, landscape, street, and collage. Some study of the history of photography. Basic camera and darkroom techniques. Limited to 15 students. (AR 209 and 210.)

Mr. Huddleston

AR 328 Photography Spring

A continuation of AR 327. Mr. Huddleston

AR 331 Special Topics in Studio: Image, Object and Context Fall

A studio course in which investigations will center on how the content of a work of art is affected not only by what it is, but by how it is made and the

context in which it is presented. Drawing, painting and sculpture techniques will be studied, in combination. Slide lectures and individual research in collage, assemblage, Dada, Arte Povera, installation and site-work will provide the historical basis for this course. Limited to 15 students. (AR 209 and AR 210.) Mr. Nelson

AR 332 Special Topics in Studio: Water Color Painting Spring

This course will deal with problems of still life, interiors, landscape, and the figure, using transparent water color as the medium. Various papers, painting methods, scales, and formats will be explored. The history of water color will also be discussed, as will contemporary use of the medium. Class format will be work sessions, outside assignments, and critiques. Approximately $125 in materials. (AR 209 and AR 210.) Mr. Butler

AR 400 The Art Work and the Word Spring

This seminar course is geared to the needs of art history majors and is required of them. Our focus will be the role of verbal commentary (artists' statements, critical and historical writings) in the interpretation of art works, as well as the procedures by which one locates such information and uses it in the construction of art historical arguments.

The problems encountered in art historical research and writing will be discussed at length, and—through a series of projects—students will have the opportunity to develop their expertise. In this manner, the course serves as preparation for independent senior work in art history, AR 710.

The department strongly recommends that this course be taken before any study abroad and welcomes sophomore students who have decided on the art history major, even though most students will elect to take it during spring of their junior year. Mr. Hunisak

AR 401 Seminar in Modern Art: Symbolism and Art Nouveau Fall

From Gauguin in Pont-Aven to esoteric Symbolists in Brussels to the whiplash line of international Art Nouveau architecture, this course will explore artist and themes in European Symbolism and Art Nouveau at the end of the nineteenth century. Topics to be discussed include the nineteenth century origins of Symbolism and Art Nouveau, Moreau and Redon, Gauguin and the painters of Pont-Aven, esoteric symbolism in France and Belgium, Munch and Scandinavia, French and Belgian Art Nouveau, the Jugenstil and the Vienna Secession. Limited to 12 students. Ms. Powell

[AR 403 Seminar in Modern Architecture]

[AR 406 Seminar in Renaissance Art]

AR 407 Seminar in American Art: Winslow Homer Fall

An examination of the life and work of the American painter Winslow Homer. Although generally regarded as a popular painter of American life, Winslow Homer through his paintings often provides a penetrating and sometimes disturbing view of post-Civil War America; images of childhood in the Gilded Age; the hunter and the hunted; and man and his relationship to the sea. (Some work in American art and/or culture recommended but not required.) Limited to 12 students. Mr. Wilson

[AR 408 Seminar in Primitive Art: The Art of Oceania]

AR 409 Art Museums: Theory and Practice Spring

This course is intended as an intensive introduction to problems and issues in American art museums. The primary goal of the course is to acquaint each student with day-to-day museum conditions through the completion of a semester-long project. Project topics will evolve from the long-range goals of the gallery and may include the preparation of an exhibition or work on a gallery publication. Limited to 12 students. Those interested should consult with the instructor before registration for a more complete description of the course. (AR 101 and 102 recommended.) Mr. Saunders

AR 410 Seminar in Iconography Spring

As described by Erwin Panofsky, "Iconography is that branch of the history of art which concerns itself with the subject matter or meaning of works of art, as opposed to their form." For our study of iconography we will consider a wide variety of works from the Medieval, Renaissance, and Baroque periods. In addition to examining biblical themes, we will also examine individual works, as well as major iconographic programs including the Royal Portraits of Chartres Cathedral, Giotto's Arena Chapel frescoes, Michelangelo's Sistine Ceiling and Rubens' Antwerp altarpieces. Limited to 12 students. Mr. Wilson

Guidelines for independent work in Art History and Studio Art

1. Under no circumstances will anyone be allowed to register for AR 710, AR 720 or AR 730 unless his or her adviser's signature is on the official registration card. Advisers will sign cards only after a discussion concerning planned senior work. No change of advisers, topics or projects will be allowed subsequently without signed approval of a student's adviser(s) and the department chair.

Senior work (either an art history thesis or a sustained studio project in one medium—painting, sculpture, drawing or printmaking) can only be done in an area in which a student has already taken course work on the college level.

2. Independent projects (AR 510 or 520) can be undertaken only in areas in which students have done previous work on the college level and have demonstrated that mastery of the scholarly material or artistic medium is sufficient to justify independent study. In certain rare instances, exceptions to this rule will be allowed. For example, a student with sufficient art historical background who wishes to pursue an area of inquiry which is not covered in the normal curriculum might undertake an AR 510 project in preparation for senior work.

Administration of approvals for independent work on the 500 level

Each student must find an adviser to sponsor his or her project and submit a written proposal for consideration and approval by the entire art faculty. In the case of studio proposals students must indicate their previous experience in the study of studio art, the precise nature of the project and the work which will result from the semester's endeavor. For art history proposals, students must indicate previous art historical study, the precise nature of the problem they wish to investigate, a bibliography of works to be used in the study and the kind of written work that will result.

All students enrolled in AR 520 or AR 720 must keep Tuesday evenings free for bi-monthly critical sessions with the studio art faculty. These sessions are required, and no exceptions or exemptions can be made.

AR 510 Advanced Studies in Art History
Supervised independent work in art history.
Staff

AR 520 Advanced Studies in Studio
Supervised independent work in studio. Studio independents are required to attend regular group critiques with the studio art staff and the other senior studio independents. Staff

AR 710 Senior Independent Study in Art History
Research and presentation of a two-term thesis in a subject area of choice, but in which the student has a demonstrated competence. (AR 400.)
Staff

AR 720 Senior Independent Study in Studio
Three terms of supervised independent work. All senior studio art independents will meet for regular group critiques with the studio art staff and other senior studio independents. Staff

AR 730 Senior Independent Study in Architectural Design
Preparation and presentation of a two-term design thesis. Staff

*Foundations Course

BIOLOGY

Professors: George Saul, Christopher Watters *Associate Professors:* C. Randall Landgren (chair), Tom Root *Assistant Professors:* Sallie Sheldon, Pamela Small, Stephen C. Trombulak *Assistant:* H. Peter Wimmer

The breadth of faculty interests in the Department of Biology is unique among comparable institutions. Our curriculum is built around three major areas of biology: cellular and molecular biology, organismic biology, and field and population biology. The major requires an introduction to each area, while in the upper level classes we offer a variety of courses in each area. Students majoring in biology plan their programs in close consultation with department advisers. This provides students the maximum flexibility in preparing for graduate studies, medical school, teaching, or other careers.

The department is well-equipped to offer laboratory and field courses across the curriculum. Our courses introduce students to modern theory and techniques. We take pride in our innovative approaches in the laboratory and in the availability of the faculty to students. In the laboratory and the field, students work in small groups directly with the faculty. Seniors frequently do independent research with the faculty, sometimes producing professional publications. Departmental Honors are given to students who meet the general college requirements and who complete an outstanding independent project of at least two-terms duration (see Honors program).

The location of the College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides excellent opportunities for field studies. The College's access to the High Pond Nature Reserve, encompassing a complete watershed, provides many unique opportunities for research. The department also participates actively in interdisciplinary majors in environmental studies and northern studies.

The courses below preceded by a "†" are available with or without the laboratory to concentrators and students seeking elective or foundations credit. Majors and joint majors must take these courses with the laboratory.

The major includes BI 125, BI 190 (not required of students entering the College prior to the fall of 1985), BI 250, 7 elective courses within the department, and 4 cognate courses from chemistry (excluding CH 110, CH 170, and CH 172), physics (excluding PH 101, 145, and 155), mathematics, or PY 301. At least 5 electives must be chosen from the BI 201 to BI 490 (BI 190 to 490 for students entering before the fall of 1985) sequence; the remaining 2 may include independent study (BI 500 or BI 600), BI 555 credit and a unit from the winter term offerings designated for major credit.

Joint majors with chemistry and with psychology are available for students wishing to study aspects in two fields without taking all the prescribed courses of a major in either. Joint major programs with other departments can be arranged to suit the needs of a student.

For good and sufficient reason, a student may take courses at another institution toward fulfillment of the major requirements. A maximum of three biology courses taken off-campus may be credited toward the completion of the major (two toward the completion of a joint major). For students matriculating as first term freshmen, transfer courses must be beyond the introductory level and may not include equivalents of BI 125, BI 190, or BI 250. When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites. Each transfer course must be approved by the department chairman prior to the enrollment of the student in the course.

Students planning careers that require graduate or professional training (including medical schools, veterinary schools, and dental schools) should be familiar with the subject matter in CH 103, CH 104, CH 241, MA 112, and PH 109. Some graduate schools and most medical school programs require additional courses in chemistry, math and physics (See Pre-Medical Program).

The department admits a limited number of graduate students as candidates for the degree of Master of Science in Biology. Degree requirements include at least one year in residence at the College, nine courses (at least six from the department, three of which must be research credits), a minimum grade of B− in each course, participation in laboratory instruction and preparation, attendance at departmental seminars, and a thesis with public presentation and defense before a committee. All work toward the degree must be completed within five years. Please send for a detailed description of the program.

Required for the major: BI 125, 190, 250, 7 electives in biology (5 from BI 201 to 499), and 4 cognates. Required for joint biology/chemistry major—see description under Department of Chemistry. Required for joint biology/psychology major—see description under Department of Psychology.

Honors program: Students with an average of 6 or better in department courses other than BI 500 and BI 600 may apply for departmental honors before beginning independent study (BI 500). Honors will be given for an independent project of superior quality (at least a B+) of at least two terms duration. The honors project must result in the preparation of a thesis, a public presentation of the research, and an oral defense of the thesis before a committee of at least three faculty members.

Proficiency Examination: AP credit (equivalent to having passed BI 125, but not satisfying the foundations requirement) is granted for a 5 on the College Board Advanced Placement Examination in Biology. It is also possible to be exempted from BI 125 (without college credit) by the departmental proficiency examination. This examination is offered during the freshman weeks in September and February. Exemption by the departmental examination does not reduce the total *number* of required courses for the major, joint major, or concentrator.

Premedical, Predental, Preveterinary Requirements: See page 90.

BI 102 Science In Science Fiction Fall

This course will explore the many themes of science prominent in science fiction literature. Our readings will be from many periods of science fiction, and will include Shelley, Wells, Huxley, and several contemporary authors. Emphasis will be on interpreting the science used in science fiction from descriptive, prophetic, and conjectural perspectives. Writing assignments will stress dialogue, narration, creativity, plot construction and revision. 3 hrs. disc.

Mr. Trombulak

BI 111 Writing on Nature Spring

This course will search for a common thread in Pliny, Mendel, Darwin, Craven, Dillard, Hoagland, Muir, McPhee, and Curtis. The application of a structured, expository approach to writing about nature will be examined. Readings will be drawn from a variety of sources ranging from novels to textbook prose. Assignments will stress organization, imagery, and communication. The class meetings will place an emphasis on analysis and revision. 3 hrs. disc. Mr. Landgren

***†BI 125 Introduction to Biology** Fall

Lectures cover aspects of ecology, organismic biology, and cell biology with an emphasis on organismic biology. Specific topics include the relations of organisms to their environment, the mechanisms of cellular and species continuity, reproduction, circulation, species diversity, and levels of organization from biomes to molecular biology. Problem solving will include population and Mendelian genetics. The labs introduce the student to the major areas of study offered by the department. Students with two or more years of high school biology should consider BI 175 or bypassing these two courses by examination. Not available to students who are taking or have taken BI 175. 3 hrs. lect., 3 hrs. lab. Mr. Landgren

***BI 130 Man and Disease** Fall

Despite the emergence of highly sophistocated medical knowledge and a trend towards greater longevity, immortality has so far evaded man. The rise and fall of human populations has been intricately associated with the evolution of new pathologies. For example, although small pox is now a disease of the past and syphillus is much reduced in virulence, AIDS and Legionaire's disease have emerged as new health concerns. This course will explore the dynamic relationship between man and his diseases from a biological, epidemiological and historical perspective. Ms. Small

BI 175 Modern Biology Fall

This course emphasizes quantitative and analytical approaches to the study of biology. Lectures will build from cell biology toward an understanding of individuals in each of the major kingdoms. Applications of chemistry and physics in animal and plant physiology and development will be covered. Lab work will focus on four major problems and provide a basis for developing scientific and descriptive writing skills. Students with strong backgrounds in high school biology should consider bypassing BI 175 by examination. An understanding of the basic principles of chemistry and at least one year of biology in the junior or senior year of high school are expected. Not available to students who are taking or have taken BI 125. 2 hrs. lect., 1 hr. discussion, 3 hrs. lab.

Mr. Landgren

***BI 190 General Ecology** Spring

Why are big fierce animals so rare? If you are a plant, is it better to be an annual or flower year after year? What is the nature of the interaction between a gray whale and the barnacles that attach to it? Can biological control of pest species be successful? This course for non-majors and majors is an introduction to organisms in their environments, including consideration of physiological adaptations, behaviors, reproductive strategies. Exploration of the diversity of interactions between species and their role in the organization of communities. Discussion of the impact of humans on environments. Most laboratories will be conducted outside and focus on examining local organisms and habitats. 3 hrs. lect., 3 hrs. lab.

Ms. Sheldon

BI 201 Invertebrate Biology Fall

97 percent of all animal species are invertebrates including some of the most intriguing and successful animals known. This course will combine field, lab and lecture approaches to study this extraordinary success and diversity. The first third of the course will consist of field studies (including a three-day trip to the Isle of Shoals) to introduce the invertebrate fauna. The remainder of the course will consist of lecture and lab studies of the animals we have collected and other living and preserved specimens. We will focus upon evolution, the use of invertebrates for research, and medically important animals (parasites, pests, poisonous animals). The goal is to understand the ways that anatomical, physiological, behavioral and environmental problems can be solved. (BI 125 or BI 175 or permission.) This course will not be offered again until 1989–1990. Mr. Root

†BI 202 Vertebrate Life Spring

We will explore the evolution of the vertebrate classes and the adaptations that allow them to live in almost every habitat on Earth. We will study the taxonomy, natural history, distribution, and morphology of each class and discuss how each group solves the problems of finding food, avoiding predators, and moving throught the environment. Laboratory exercises will provide in depth exposure to both vertebrate anatomy and general principles of vertebrate biology. Occasional field trips will introduce the local vertebrate fauna in their natural

habitat. (BI 125 or BI 175 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Trombulak

†BI 203 Botany Spring

An introduction to the structure, function, development, identification and ecology of selected algae, mosses, ferns and other vascular plants. The emphasis of the course will be on the vascular plants. Their structure and function, and to a lesser extent their interactions with the environment and other organisms, will be stressed. The laboratory will be descriptive and experimental. It will include field work on and off campus. A detailed notebook of all laboratory work will be included. (BI 125 or BI 175.) 3 hrs. lect., 4 hrs. lab. Mr. Landgren

BI 205 Developmental Biology Spring

An introduction primarily to animal embryology, focusing on such phenomena as fertilization, cleavage, gastrulation, morphogenesis, and cellular differentiation. Emphasis will be placed on understanding how these phenomena occur and what purposes they serve in development. Special topics covered include: the development of mammals and vascular plants and such non-embryological phenomena as metamorphosis, regeneration, carcinogenesis and aging. Laboratory work will be devoted to the microscopical anatomy of selected vertebrate embryoes and to experimental studies of several developmental problems. (BI 125 or BI 175 or permission.) 3 hrs. lect. Mr. Watters

[BI 216 Animal Behavior]
Offered in fall term, 1988.

BI 225 Human Genetics Fall

Methods of analyzing family histories; patterns of inheritance in pedigrees; cellular and physiological bases of gene activity; use of twins in genetic analysis; effects of changes in chromosomal structure and number; analysis of genetic structure of populations. Laboratory/discussion sessions will address lectures and reading, assigned problems and some modeling. (BI 125 or BI 175.) 3 hrs. lect., 2 hr. lab./disc. Mr. Saul

†BI 230 Microbiology Fall

An introduction to the microbial world with an emphasis on the structure and function of prokaryotes. General topics to be discussed include bacterial taxonomy, metabolism, genetics and ecology. Additional areas include the physiology of specialized groups of organisms and their roles in nutrient cycling, microbial behavior and development, and the structure and replication of viruses. The laboratory will stress basic microbiological techniques as applied to the enrichment, isolation, physiology and genetics of bacteria and the manipulation of viruses. (BI 125 or BI 175.) 3 hrs. lect., 3 hrs. lab. Ms. Small

†BI 250 Organelles and Cells: An Introduction to Concepts and Methodology Spring

The biology of cells and their internal compartments or organelles, with emphasis on deriving modern concepts and understanding the methodological basis of such concepts. Topics to be discussed include: the membrane basis of compartmentation and transport; nucleic acids and their roles in replication and protein synthesis; an introduction to enzyme kinetics and intermediary metabolism; the structure, function and differentiation of such specialized cells as muscle and nerve. Laboratory work will stress experimentation and interpretation of biological data. (BI 125 or BI 175 or equivalent preparation; CH 103 as corequisite.) 3 hrs. lect., 3 hrs. lab. Mr. Saul, Mr. Watters

BI 302 Vertebrate Field Biology Fall

This course deals with the natural history of vertebrates and the challenge of observing animals in their own habitat. We will explore in depth the local vertebrate fauna, study principles of wildlife biology, and address experimentally specific questions in vertebrate biology. Topics considered will include environmental physiology, population and community ecology, and behavior. We will use many different techniques to study animals in the field, including mark-and-recapture, radiotelemetry, environmental monitoring and observation of behavior. Students will learn to design and communicate the results of experiments to answer their own questions about the biology of free-living animals. Laboratory work will involve both day and weekend field trips. 6+ hrs. disc./lab. (BI 202 or permission.) Mr. Trombulak

BI 314 Molecular Genetics Spring

Topics for lectures and reading include the structure and function of the genetic material of prokaryotes, viruses, and eukaryotes; regulation of gene activity; and molecular models of recombination. Attention will be given to special topics of current interest, such as oncogenic viruses, cloning, and fine-structure analysis of genes. Laboratory work will provide training in recombinant DNA techniques through a series of experiments directed at cloning genes in Escherichia coli. (BI 250.) 3 hrs. lect., 3 hrs. lab. Mr. Saul, Ms. Small

BI 325 Applied Genetics Spring

Experiments designed to introduce some organisms and techniques used in the study of both prokaryotic and eukaryotic genetics. Concepts that are developed include recombination and deletion mapping, tetrad analysis, epistasis and gene interaction, biosynthetic pathway analysis, complementation, hereditability, multifactorial inheritance, and the effects of chromosome aberrations. Training in data analysis and reporting experimental work will be provided. This course complements the lecture courses in genetics and is especially important

for students who plan to continue their studies of genetics after graduation. (BI 225 or BI 314, which may be taken as a corequisite.) 4 hrs. disc./lab.
Mr. Saul

BI 330 Pathogenic Microbiology Spring
An investigation into the biology and biochemistry of pathogenic microorganisms. Pathogens have evolved complex strategies for ensuring their survival within a host. These include colonization, cell invasion, toxin production and a variety of immunological disguises. Emphasis will be placed on understanding the molecular basis for these strategies. Viral, bacterial, fungal and protozoan pathogens will be the protagonists in this course although a summary of host defense mechanisms will be presented as well. (BI 230 or BI 250.) 3 hrs. lect./disc.
Ms. Small

BI 360 Applied Cell Biology Fall
The application of advanced laboratory techniques to the study of animal cells and their organelles. The course will focus on the isolation and characterization of cellular fractions, including studies of endocytosis, assays of "marker" enzymes, and *in vitro* protein synthesis. Discussions and papers will emphasize the design of experiments and critical interpretation of data. Among other techniques, students will be introduced to transmission electron microscopy, the safe usage of radioisotopes, liquid scintillation spectrometry, gel electrophoresis and chromatographic methods. (BI 250 and CH 241, or CH 421, or CH 422 or permission.) 4 hrs. disc. and lab.
Mr. Watters

BI 370 Human and Animal Physiology Spring
A lecture and lab course to examine human physiology from a comparative perspective. The way our body functions depends upon biological laws, but also upon our evolutionary heritage. This course will examine these biological principles and compare the physiology of many different animals to humans. Lectures will stress adaptation to a variety of habitats, and responses to a phenomenal range of environments. In addition to normal physiology, computer simulations of stress and disease will illustrate physiological change. Laboratories will emphasize the skills and methods of gathering, analyzing and reporting data. We will study the theory and application of respirometry, osmometry, electrophysiology, computerized data acquisition, and perform experiments involving cardiac function, muscle physiology, endocrinology, thermoregulation, field studies, and small animal surgery. (BI 250 or permission.)
Mr. Root

[BI 375 Radiation Biology]

BI 390 Advanced Ecology Fall
This course builds on the ideas presented in BI 190 and deals in greater depth with population ecology, demography, life history strategies, species interactions, community structure and dynamics. For each of these topics we will examine its theoretical basis and examine results from field and lab experiments. (MA 112, BI 190.) 3 hrs. lec., 1 hr. disc.
Ms. Sheldon

BI 391 Methods in Ecology Fall
This course will focus on methods used in the three avenues of ecological research: laboratory experiments, field studies and computer modeling and simulation. The theoretical framework for this course will be presented in BI 390. Experiments in the lab will include a semester-long demographic study and experiments on species interactions. Field work will emphasize sampling in aquatic and terrestrial systems and use the High Pond field station. Many field labs will extend into the weekend. We will also use the college VAX to model species interactions and community dynamics. With the data we collect in the lab and field we will do data analysis, interpretation and presentation. (BI 190, 390 or concurrent.) 5 hrs. workshop/disc. and 6 field trips.
Ms. Sheldon

[BI 402 Vertebrate Reproduction]
Offered in spring term, 1989.

BI 404 Physiological Ecology of Animals Spring
This seminar will focus on the interface of physiology and ecology of vertebrates and invertebrates through lectures and discussion of primary literature as well as through laboratory exercises that illustrate techniques in physiological ecology. Topics will include bioenergetics, thermoregulation, biological rhythms, water balance, and the physiology of defense. Emphasis will be on examining how physiological processes affect the behavior of individuals and the ecological patterns of populations and communities. Students will be required to make occasional oral presentations to the class and write one critical paper. Will alternate with BI 402. (BI 190 or BI 370 or permission.) 3 hrs. disc./lab.
Mr. Trombulak

BI 411 Ecology Seminar Spring
This seminar will focus on the ecology of populations. Topics will include life history strategies, single species growth, the regulation of population numbers, and interactions between populations, e.g. competition, predation, herbivory, mutualism and coevolution. For each topic we will read and discuss primary literature. Students will take turns leading discussions. (BI 190.) 3 hrs. disc.
Ms. Sheldon

BI 425 Advanced Genetics Fall
An examination of selected topics of current interest, including readings from journals and symposia. Past topics have included the molecular genetics of early development, extranuclear inheritance, immunogenetics and regulation of gene

activity. Each student will give an oral presentation to the class and write one critical paper. (BI 314, or BI 225 and BI 250.) Mr. Saul

BI 440 Membrane Biology Fall

A critical examination of the roles of cellular membranes in metabolism, recognition and signaling, synthesis and degradation, and transport. These phenomena will be approached through the study of current research as the infection and replication of animal viruses, the maintenance of non-equilibrium concentrations of inorganic ions, and the synthesis of ATP during oxidative and photosynthetic phosphorylation. Students will prepare brief oral presentations of primary literature and write one critical review of a journal article. (BI 250 and CH 241, or CH 421 or CH 422.) 3 hrs. lect. and disc. Mr. Watters

BI 470 Physiology of Behavior Spring

A seminar course examining the neural and hormonal mechanisms controlling animal and human behavior. A variety of research approaches will be stressed, including traditional clinical and laboratory studies of humans and other primates, as well as recent approaches such as the study of simple nervous systems. Topics covered will include control of locomotion and feeding, visual and auditory images, developmental and genetic mechanisms of brain function, hormonal control of reproductive behavior, learning and memory, localization of brain function and the evolution of the mind. Laboratories and demonstrations cover neurophysiological techniques, duplicating techniques described in research papers of student presentations. May not be taken by students who have had BI 480. (BI 250 or permission.) Mr. Root

BI 480 Neural and Neuromuscular Disorders Fall

Judging by the recent media coverage of such disorders as multiple sclerosis, muscular dystrophy, Parkinson's and Alzheimer's disease, we are always on the verge of major breakthroughs in understanding and treating such disorders, yet "cures" remain elusive. Students will learn to critically judge laboratory and clinical research reports, as well as studies that emphasize the psychological, sociological and economic impact of these disorders on individuals, families and society. Topics include the biological basis of these disorders, diagnostic procedures, physical rehabilitation, chemotherapy, effects upon family and society, ethical issues of treatment, fund-raising, and budgeting for scientific research. May not be taken by students who have taken BI 470. (BI 250 or permission.) Mr. Root

BI 500 Advanced Study Fall, Winter, Spring

A project involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty adviser. For biology majors. (Permission.) Staff

BI 900 Research and Thesis Fall, Winter, Spring

Required for all candidates for the Master's degree.

† Available with or without lab to non-majors

See also Program in Environmental Studies.

See also Northern Studies.

* Foundations Course

CHEMISTRY

Professors: Robert W. Gleason, E.L. Pool *Assistant Professors:* Jeffrey Byers, Sunhee Choi (acting chair), James Larrabee, Maggie O'Brien, Stephen F. Sontum (on leave all year)

The programs required of all chemistry majors provide a firm foundation in the fundamental principles of the discipline. Each student builds on this foundation by choosing those elective courses that best meet individual special interests and career objectives which might include secondary-school education, medicine, a position in industry, or study for an advanced degree in graduate or professional school. Although non-majors may take any laboratory course without the laboratory, courses constituting a part of a major in chemistry must be taken with laboratory. The Department of Chemistry is accredited by the American Chemical Society and students taking the appropriate electives may be certified by the Society.

Required core courses for all majors: CH 103, CH 104, CH 241, CH 242, CH 352, MA 113, PH 109, PH 110.

For a major in Chemistry: a student must complete the core courses, CH 311, CH 312, CH 351, CH 431 and three electives in the Department.

For a major in Biochemistry: a student must complete the core courses, CH 222, CH 311, CH 313, CH 425, and three electives chosen with an adviser's approval from the Departments of Biology and Chemistry.

For a joint major in Biology and Chemistry: a student must complete the core courses, BI 125 or BI 175, BI 190, BI 250, CH 222, three electives in Biology, at least one at the 300 or 400 level, and three electives that may be taken in the Departments of Biology, Chemistry, Mathematics, or Physics.

Students with a professional interest in chemistry are encouraged to elect CH 341, CH 452, two course credits of thesis research, MA 201 and MA 202 or PH 212, and GN 101 and GN 102 or RU 101 and RU 102.

Although students may take several units of independent study (CH 400, CH 700 or CH 750), only two may be counted toward filling the elective requirements for many major in the department.

Premedical, predental, preveterinary requirements: See p. 90 for specific requirements.

Honors in Chemistry: To be eligible for graduation honors in chemistry, a student must have a 3.0 average (on a 4 to 0 scale, A+ through F, as defined in the *Handbook*) in all courses in the department, excluding independent study courses (CH 400, CH 500, CH 700, and CH 750). In addition, the student must take at least one unit of CH 700 and present and defend a thesis before a committee of at least three faculty members. The thesis committee will deliberate and determine a grade range for the CH 700 courses within which the thesis adviser will assign a grade. The degree of honors will be determined upon consideration of the student's average in all his/her chemistry courses (including independent study courses) and his/her grade in CH 700 as follows:

CH 700 Grade	*Course Average*	*Degree of Honors*
B or B+	3.15–4	Honors
A– to A+	3.15–3.85	Honors
	3.3–3.85	High Honors
	3.7–4	Highest Honors

A charge is made for breakage in each laboratory course. A bill for breakage is mailed at the end of each semester.

CH 103 is the normal introductory course in chemistry. However, many students qualify to omit it by virtue of a satisfactory performance on the Advanced Placement Examination of the Educational Testing Service or the department's examination which is administered at the beginning of each term. High school students with good backgrounds in chemistry are urged to take the Advanced Placement Examination. Students who exempt CH 103 (with or without academic credit) are not obliged to substitute a chemistry elective for that course in order to complete the requirements for either the chemistry or the joint biology-chemistry major.

***CH 103 Fundamentals of Chemistry I** Fall, Spring

Fundamental principles of chemistry. Atomic theory and atomic structure; chemical bonding; stoichiometry; introduction to chemical thermodynamics and kinetics. States of matter; solutions and colligative properties. Problem drill and conferences. Laboratory work deals with testing of theories by various quantitative methods. Students with strong secondary school preparation are encouraged to consult the department chairman for permission to elect CH 104 in place of this course. 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Breakage fee. Mr. Gleason, Staff

***CH 105 Same as CH 103 but without the laboratory.**

CH 104 Fundamentals of Chemistry II Fall, Spring

Major topics include: descriptive inorganic chemistry; mass action equilibrium phenomena and calculations; electrochemistry; coordination chemistry; nuclear chemistry. Lab work includes inorganic synthesis; qualitative analysis; gravimetric and titrimetric quantitative analysis. (CH 103 or permission.) 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Breakage fee. Mr. Larrabee, Staff

CH 106 Same as CH 104 but without the laboratory.

***CH 170 Chemistry for Citizens** Spring

Designed for the non-science major. This course will explore several examples of major chemical advances and applications in their historical contexts, and their subsequent impacts on scientific and technological issues now confronting us. Special topics will be chosen as models of chemical applications that significantly affect our lives, such as the development of the pain-killer drug industry, the plastics revolution, and the development of instrumentation and techniques sensitive enough to determine even minute quantities of drugs in blood and urine. 2 hr. lect., 1 hr. disc., 1 Freshman Writing section. Ms. O'Brien

***CH 172 Environmental Chemistry: The Chemistry Around Us** Fall

Designed for non-science majors. This course will introduce simple principles of chemistry needed to address significant questions of environmental quality. Specifically considered will be chemical cycles in the environment which are essential to life, atmospheric chemistry and its relation to weather, acid rain and the methods for pollution detection. Within this framework global questions of environmental legislation, pollution, health hazards, and energy production will be considered. 2 hr lect., 1 hr. disc, 1 freshman writing section. Mr. Pool

CH 222 Biochemistry and Molecular Biology Fall

An introduction to biochemistry which will begin with the study of the basic chemical components of a cell, including sugars, fatty acids, amino acids and nucleic acids. The physical and chemical properties of proteins and nucleic acids will be emphasized, and provide a foundation for the discussion of current topics in molecular biology. Molecular biology will be approached first in terms of processes (transcription, translation, post-translation, granule formation) and then structures (DNA and gene structure, mRNA, translation product, mature and secreted protein). Understanding of techniques in biochemistry and molecular biology will be emphasized. (CH 241 or concurrently.) 3 hrs. lect., 1 hr. disc. Ms. O'Brien

CH 230 Bioinorganic Chemistry Spring

This course will focus on the study of the role of transition metal ions in biological systems. Basic concepts of bonding for transition metals will be explored and methods of characterization of coordination complexes will be discussed. This will be followed by an in-depth examination of specific biological systems, including oxygen-carrying molecules (hemoglobin, myoglobin, hemerythrin, hemocyanin); coenzymes such as vitamin B-12, nitrogenase, cytochrome P-450, cytochrome oxidase and the electron-transport cytochromes b and c. The role of transition metal ions in cancer chemotherapy will also be studied. Emphasis will be placed on the study of simple model systems that have been synthesized to facilitate understanding of complex biological systems. (CH 104.) 3 hrs. lect.

Mr. Larrabee

CH 241 Organic Chemistry I Fall

An introduction to the study of the compounds, both aliphatic and aromatic, of carbon. The approach is based on the properties of functional groups with emphasis on electronic theory and reaction mechanisms. Laboratory exercises involving synthesis of organic compounds, analysis of various classes of compounds, and identification of unknowns complement the lecture material. (CH 104 or permission; CH 241 must precede CH 242.) 3 hrs. lect., 6 hrs. lab. Breakage fee.

Mr. Byers, Staff

CH 242 Organic Chemistry II Spring

Continuation of Organic Chemistry I. 3 hrs. lect., 3 hrs. lab. Breakage fee. Mr. Byers

CH 247, CH 248 Same as CH 241, CH 242 but without the laboratory.

CH 311 Advanced Chemistry Laboratory I Fall, Spring

An introduction to modern analytical and experimental chemistry with an emphasis on inorganic preparations and the theory, practice and application of instrumental methods of chemical analysis. Lecture topics will include evaluation of data, experimental design, and the theory and operation of chemical instrumentation. Laboratory exercises will involve chromatographic, thermodynamic and spectroscopic measurements of structural properties of molecules. (PH 110, CH 242 or permission.) 1 hr. lect., 6 hrs. lab. Mr. Pool

CH 312 Advanced Chemistry Laboratory II Spring

A continuation of modern analytical and experimental chemistry including inorganic preparations with an emphasis on applications measuring dynamic properties of molecules. Lecture topics will include kinetics, transport properties and Fourier spectroscopic methods. Laboratory exercises will involve simple electronics and computer interfacing, kinetic measurements, nuclear magnetic resonance and infrared methods of analysis. (CH 311.) 1 hr. lect., 6 hrs. lab. Mr. Pool and Mr. Larrabee

CH 313 Advanced Chemistry Laboratory III Spring

Techniques in protein and nucleic acid chemistry will be emphasized. Protein assays, protein purification and characterization, and radiolabelling studies with proteins will expose students to common biochemical techniques such as spectroscopy, HPLC, liquid scintillation counting, gel chromatography, electrophoresis, ultracentrifugation and radioimmunoassay. Both whole animals, and cell culture models will be used for experimentation. Major techniques in molecular biology will be introduced, including molecular cloning, DNA sequence analysis, nucleic acid hybridization and gene transfer techniques. (CH 311 or permission.) 1 hr. lect., 6 hrs. lab. Ms. O'Brien

[CH 341 Organic Chemistry III]

CH 351 Physical Chemistry I Fall

A study of gases, liquids and solids from a microscopic perspective. Kinetic theory and transport phenomena are studied. Statistical mechanics and quantum mechanics are developed and applied to simple system. Spectroscopy is examined as an application of quantum theory. The microscopic nature of chemical kinetics is examined. (CH 104, PH 110 or permission.) 3 hrs. lect. Staff

CH 352 Physical Chemistry II Spring

A study of the macroscopic properties of gases, liquids, and solids. The laws of thermodynamics are developed and applied to simple chemical systems and to chemical equilibrium. Non-ideal behavior is considered from a thermodynamic perspective. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions. Electrochemistry. (CH 104, PH 109 or permission.) 3 hrs. lect. Staff

CH 400 Seminar in Chemical Research Fall

This seminar is intended to provide experience in current chemical research methods, literature and writing. This course involves a student research project generally related to current faculty research interests, class seminars and the writing of journal style reports. Majors may register for up to two course equivalents, but only one may be applied as chemistry elective credit. Participation for two semester equivalents will normally be followed by registration for CH 700. 1 hr. lect., 6 hrs. lab.
Mr. Pool

CH 425 Advanced Biochemistry Fall

Anabolic and catabolic pathways of eukaryotes will be evaluated mechanistically and appreciated through a consideration of thermodynamics. Pathways of carbohydrate, amino acid, lipid and nucleic acid metabolism, and models for oxidative phosphorylation are included. A treatment of enzyme kinetics and examples of several enzymes in metabolic pathways will provide for a rigorous understanding of enzyme function and the many control mechanisms cells use to regulate their thermodynamic needs. (CH 222 and CH 352.) 3 hrs. lect., 1 hr. disc. Ms. O'Brien

CH 431 Advanced Inorganic Chemistry Spring

Atomic structure. Bonding theories of inorganic chemistry, including valence bond and molecular orbital approaches; ligand field and crystal field theories for coordination complexes. Symmetry and group-theory. Reaction mechanisms for inorganic complexes. Organometallic chemistry and bioinorganic chemistry. (CH 351.) 3 hrs. lect. Mr. Larrabee

CH 442 Advanced Organic Chemistry Fall

An extensive treatment of the relationship between structure and reactivity in organic systems. Topics will include thermodynamics, conformational analysis, kinetics, orbital symmetry, bonding theory, reaction mechanisms and selected rearrangement reactions. (CH 242.) 3 hrs. lect. Mr. Byers

[CH 452 Physical Chemistry III]

CH 500 Independent Study Project Winter and Spring

Individual study for qualified students. Permission. Breakage fee. Staff

CH 700 Senior Honors Thesis Winter and Spring

Senior honors candidates must register for CH 700 for one semester while completing research projects initiated in CH 400. The writing and oral presentation of a thesis is required for completion of CH 700. (CH 400.) Staff

CH 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring

See also Division of Natural Sciences.
See also Program in Environmental Studies.
*Foundations Course

CHINESE

Professor: John Berninghausen (on leave) *Assistant Professors:* Catherine Campbell (acting chair), Clara Yu *Lecturer:* Gregory Chiang *Visiting Lecturer in Chinese and Art:* Jen-mai Ma (winter and spring)

The Chinese department offers a structured sequence of instruction in fundamental language skills leading to competency in spoken and written modern Chinese (Mandarin). Considerable attention is given to familiarizing the student with the rich cultural heritage of China's very long history which is implicitly and explicitly transmitted and embodied by the native language of one billion people.

Besides those courses which train the student in speaking, aural comprehension, reading and writing, a few other courses designed to introduce Chinese literature through English translations are available to any interested student (e.g., CS 133, CS 216, CS 220, CS 225).

Required for a Major: Satisfactory completion of CS 101, CS 102/WT, CS 102 and one course from among the following four—CS 133, CS 216, CS 220, CS 225—qualifies a student for admission to the major in Chinese. Formal admission to the major program may be requested in consultation with the department chairman.

Courses required for this major include (in addition to Beginning Chinese or its equivalent) CS 201, CS 202, CS 260, CS 301, CS 302 (or equivalent), CS 402 and at least two of the following courses—CS 133, CS 216, CS 220, CS 225. (Credit equivalent to CS 302 and/or CS 400 may be earned in approved study at language training programs located in Mandarin-speaking societies.) CS 475 (senior seminar) and CS 700 (senior thesis) are required during the senior year.

Depending upon the individual goals of each majoring student, supporting courses in the study of other literatures, art, history, etc. will be encouraged by the student's adviser. (The major in Chinese is not intended for native speakers of any Chinese dialect.)

Honors: Eligibility for departmental honors in Chinese requires a grade point average of B+ (3.3) or higher in all courses taken within the Chinese department (including any courses taken in the Chinese School's summer intensive program) as well as completion of a senior thesis or combination senior thesis/translation graded B+ or better. High Honors will be granted for an overall average in departmental courses of 3.5 or higher and a senior thesis graded A− or A. Highest Honors are reserved for students who earn a grade of A on the senior thesis and who are carrying an overall average of 3.75 or higher in their departmental coursework. The senior thesis will be due at noon on the final day of classes during the winter term. A thesis turned in on the first day of spring semester will be accepted but will not qualify the student for departmental honors.

Generally speaking, those students who elect a major in Chinese have a strong orientation towards the study of Chinese literature as well as language. Students wishing to pursue the study of China or Chinese language in the context of some other discipline are encouraged to consider a major in East Asian Studies or a major in one of the disciplinary departments with a concentration in Chinese studies. It is also possible to do a joint major in Chinese and a social science, natural science or humanities division discipline.

Joint Major in Chinese: Courses required for a joint major in Chinese are CS 101, CS 102/WT, CS 102, CS 201, CS 202, CS 301, CS 302 (or equivalent), two of the following—CS 133, CS 216, CS 220, CS 225—and either CS 402 or CS 475 in the senior year.

CS 101 Beginning Chinese Fall

An introduction to Mandarin (the official modern language of China, also known as *guoyu or putonghua.)* The course begins with phonetics, romanization, Chinese characters and simple vocabulary items. Sentence patterns and other fundamentals of speaking, reading and writing will be taught including both the traditional characters and the simplified characters in use on the Chinese mainland. Written exercises, drill sessions, quizzes and tape recordings will accompany each lesson. Students will have active command of more than 750 Chinese characters and more than 1000 compounds by the end of CS 102. Additional drill hours to be arranged. Ms. Yu

CS 102/WT Beginning Chinese Winter

(CS 101.) Mr. Chiang, Ms. Ma

CS 102 Beginning Chinese Spring

A continuation of the fall and winter terms with accelerated introduction of vocabulary grammar, sentence patterns designed to facilitate speaking and reading. (CS 102/WT.) Ms. Yu and Staff

CS 114 War in Literature: East and West Fall

This freshman writing course centers on literature which explores the nature and effects of war in a variety of Asian and Western contexts. The focus will be primarily on World War II through the Vietnam War, although earlier pieces will be read for comparison. Readings will include several full-length works (*All Quiet on the Western Front, Harp of Burma, Hiroshima, Lost Names*) as well as short stories and essays from Japan, China, Korea, Vietnam, Europe and the United States. There will be frequent writing assignments, with emphasis on revision. Class format will be discussion-based. (Enrollment is limited to freshmen fulfilling the freshman writing requirement.)
Ms. Campbell

***CS 133 Masterworks of Chinese Literature and Civilization** Spring

An introduction through English translation of selected literary, historical and philosophical texts which formed the underpinnings of traditional Chinese culture. Included in this course will be readings drawn from the *Book of Odes* (10th to 6th century B.C.), the *I Ching,* the Confucian classics, Taoist literature, Sima Qian's *Records of the Grand Historian,* Chinese mythology, *The Romance of the Three Kingdoms* and Tang Dynasty "chuan qi" (Tales of the Mysterious). No previous exposure to East Asian culture nor any knowledge of Chinese language needed. Ms. Campbell

CS 201 Intermediate Chinese Fall

This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both standard and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese and familiarity with the vocabulary and grammar introduced in CS 101 and 102 is assumed. Grammatical explanation, written exercises, dictation quizzes, sentence patterns, oral drill and tapes will accompany assignments. By the completion of CS 202 students should be able to read and write approximately 1400 characters. Additional drill hours to be arranged. (CS 102.) Ms. Campbell

CS 202 Intermediate Chinese Spring

A continuation of the first term's work, with the class conducted primarily in Chinese. (CS 201.)
Ms. Ma

CS 216 Traditional Chinese Fiction in Translation Fall

A survey of pre-modern Chinese fiction. This course will cover works from the Six Dynasties period (5th–6th centuries A.D.) up until the end of the 19th century "Tales of the Mysterious" (chuanqi) and short stories, excerpts from *Outlaws of the Marsh*, *Journey to the West* and *Story of the Stone*, as well as the novella *Travels of Lao Can* are included. The relationship between fictional and other literary genres, the ties between recorded fiction and oral story-telling, and issues of narrative structure, characterization and style will be discussed. Ms. Yu

CS 220 Modern Chinese Fiction in Translation Spring

A selection of 20th Century novels and short stories from China. Chosen from works of literary merit and historic significance, the readings will include works by Lu Xun, Mao Dun, Lao She and Hwang Chunming. The course format will center upon discussion of each assigned work with prefatory remarks by the instructor. Several written analyses of the literary dimension will be required of the students. (This course is designed for sophomores and freshmen, limited enrollment.) Ms. Campbell

CS 225 Classical Chinese Poetry in Translation Spring
(Not offered in 1988–89.)

A survey course designed to introduce Chinese poetics as well as major works from one of the world's longest and most brilliant poetic traditions. Poetry from as early as 1100 BC will be studied as origin of poetic developments extending all the way up to the Tang Dynasty (7th to 9th century AD). Attention will be given to the aesthetics of landscape poetry in China and the relations between poetry and religion (Taoism, Buddhism, Zen Buddhism). Readings from *The Book of Poetry,* folk ballads, Cold Mountain (Han Shan), Tu Fu, Li Po, Wang Wei, Po Chu-yi, Li Shang-yin. Ms. Ma

[CS 260 Introduction to Literary Theory and Criticism]
Offered in fall term 1988.

CS 301 Advanced Chinese (Modern Chinese) Fall

This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of styles and genres. Classes will be conducted entirely in Chinese except for occasional use of English by the instructor to provide a quick solution to problems of definition. The main text will be *Xiandai Huawen Duben* (Intermediate Reader in modern Chinese) with supplementary readings from newspapers, magazines and other documents. (CS 202 or equivalent.) Mr. Chiang

CS 302 Advanced Chinese (Modern Chinese) Spring

A continuation of the first term's work with greater emphasis placed upon reading works of a literary nature. (CS 301 or equivalent.) Mr. Chiang

CS 400 Advanced Readings, Conversation and Writing (Modern Chinese) Fall

This course is designed to further improve language competency of highly pragmatic Chinese, spoken and written. Readings and discussion of a wide variety of contemporary materials selected with the special needs of students about to live and study in a Chinese-speaking country given high priority. Students will be introduced to word processing in Chinese. (CS 302.) Ms. Yu

CS 401 Classical Chinese: Introduction to Wenyan (In Chinese) Fall

A new approach to the traditional written language of China emphasizing grammatical differences from modern Chinese, vocabulary and style. Transformational drills, sentence construction, reading, translation into modern Chinese and compositions which highlight the interaction between *wenyan* and *baihua* will be included. All lessons will be accompanied by language laboratory tapes. (CS 302 or equivalent.) Mr. Chiang

CS 402 Classical Chinese: Introduction to Wenyan (In Chinese) Spring

A continuation of CS 401, in the second semester this course will lead the student from work in prepared materials to reading a variety of ancient Chinese texts as well as a few examples of *wenyan* and semi-*wenyan* writings. (CS 401.) Mr. Chiang

[CS 420 Modern Narrative and Composition (in Chinese)]

CS 425 Seminar on Contemporary Culture and Language (in Chinese) Fall
Mr. Chiang

CS 475 Senior Seminar on Chinese Fiction (in Chinese) Spring
Ms. Yu

CS 700 Senior Thesis Fall
Staff

CS 700/WT Senior Thesis Winter
Staff

See also Division of Foreign Languages: FL 266 and East Asian Studies (interdisciplinary major).

*Foundations Course

CLASSICAL STUDIES PROGRAM

The Classical Studies Program is a course of study designed to offer a broad, rigorous general education based on the careful study of fundamental Classical works. This study is in its nature an interdisciplinary one, since the fundamental Classical works are works of history, philosophy and literature and are written in Greek and Latin. The interdisciplinary nature of the study is reflected in this program by a teaching staff which includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion, and Art.

The Classical Studies Program aims to cultivate historical perspective, theoretical rigor, literary sensitivity and taste, and linguistic expertise; and it aims to acquaint students intimately, through the cultivation of these capacities, with the fundamental and enduring works which have informed the culture of the West.

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar *and* in General Examination or Senior Essay.

Required for the major in Classical Studies:

A. ***CL 150 The Ancient Epic *and***
PS 101 Introduction to Political Science *or
[*CL 118 Political History and Theory of Greece and Rome]

B. Seven courses in Classical Studies chosen from the following:

[CL 112 Introduction to Ancient Society: The Greeks]
[CL 113 Introduction to Ancient Society: The Romans]
[*CL 118 Political Institutions and Theory of Greece and Rome]
***CL 121 Classical Tradition of Liberal Arts and Sciences**
***CL 152 Greek Tragedy**
[CL 155 Greek and Roman Comedy]
CL 220 Greek Science
[CL 317 Plato]
CL 450 History of Greek Literature
AR 311 Ancient Art
AR 312 Roman Art
[EL 227 Greek Comedy]
***PA 201 Ancient and Medieval Philosophy**
CL 131 History of Classical Greece
CL 132 History of Rome
CL 175 Greek Philosophy
PS 317 Classical Political Philosophy
PS 409 Seminar in Political Philosophy
***RE 200 Foundations of Western Religious Life and Thought**

C. Four courses in Greek or four courses in Latin chosen from:

CL 101 Beginning Latin
CL 202 Intermediate Latin
CL 103 Beginning Greek
CL 204 Intermediate Greek
CL 301 Latin Prose
CL 302 Latin Poetry
CL 303 Greek Poetry
CL 304 Greek Prose
CL 401 Readings in Latin Literature I
CL 402 Readings in Latin Literature II
CL 403 Advanced Greek Poetry
CL 404 Advanced Greek Prose

D. **CL 420 Seminar in Classical Literature**

E. **CL 700 Senior Essay *or***
CL 701 General Examination

*Foundations Course

CLASSICS

Professor: Eve Adler (chair), William Harris
Associate Professors: Ursula Heibges
Instructors: Diane Legomsky, Robert Schine, Jonathan Price

The Classics department's core of courses in English offers a broad introduction to the study of Classical culture, with special emphasis on the close interdependence between the Classical Studies and the various arts and

sciences. Intensive introductory courses in Greek, Latin and Hebrew prepare students rapidly for reading in the Classical languages; advanced courses are devoted to the close study of literary, philosophical and historical texts.

Required for the major in Classics: 10 courses in Greek and Latin (normally 6 in one language and 4 in the other), including one Senior Seminar (CL 420); 3 courses in Classics in translation chosen with department approval; either CL 705 (Senior Essay) or CL 706 (General Examination).

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar *and* in General Examination or Senior Essay.

COURSES IN ENGLISH

[CL 112 Introduction to Greek Civilization]

[CL 113 Introduction to Roman Civilization]

[*CL 118 Political History and Theory of Greece and Rome]

***CL 121 The Classical Tradition of the Liberal Arts and Sciences** Spring

From what and for what is liberal education supposed to liberate people? A study of works promoting the claims of poetry, philosophy, rhetoric, theology and natural science to be the "queen of liberal arts and sciences" and thus the key to liberty. Works by Plato, Xenophon, Aristophanes, Cicero, Augustine and Bacon. Ms. Adler

CL 131 History of Classical Greece Fall

A survey of Greek history from Homer to the Hellenistic Period, based primarily on a close reading of ancient sources in translation—literature, historiography, inscriptions. Students will also read selections from important and provocative works of scholarship in exploring such issues as the changes in Greek self-definition through different historical periods, the emergence of the polis and the similarities and differences among Greek political systems, the nature of Greek imperialism, Greek rationality and irrationality in public life, the role of the individual in certain major events, the source and magnitude of the Greek creative achievement. Mr. Price

CL 132 History of Rome Spring

A survey of Roman history from the early Republic to the conversion of Constantine, based on a close reading of ancient sources in translation—historians, other authors, inscriptions, papyri, coins. The course will focus especially on the last generations of the Republic and the first imperial dynasties. Students will learn how to use different kinds of historical evidence to explore the following themes: did great men make history or did history make them?; violence in politics; the conflict of cultures in the Roman world; Roman institutions and thought in Western civilization. Mr. Price

***CL 150 The Ancient Epic** Fall

The course will concentrate on the epic poets' contending teachings about human greatness and human happiness: What is the character of human strivings after glory and immortality? Is the true domain of heroism to be found in war, in the family, in philosophic contemplation, or in political rule? Texts: Homer, *Iliad* and *Odyssey;* Lucretius, *On the Nature of Things;* Vergil, *Aeneid; Epic of Gilgamesh.* Ms. Adler

***CL 152 Greek Tragedy** Spring

This course will examine the tragedies of Aeschylus, Sophocles, and Euripides. We will look into the origin and development of Greek tragedy, the literary styles and techniques of the playwrights, and their differing conceptions of human nature, virtue, and man's relation to the gods. Ms. Legomsky

***CL 175 Greek Philosophy** Fall

We will study the works of the major Greek philosophers, including Thales, Pythagoras, Plato, and Aristotle, and consider the ways in which each new philosophical movement developed as a response to previous movements. Our focus will be on ethics, mysticism, theology, and metaphysics. We will utilize the Socratic method to a large extent, and will consider critically the philosophers' and your own ideas on such questions as: Is the universe strictly mechanical? What is the human soul? What constitutes happiness? How can we distinguish between what we truly believe and what we have been trained to believe? Ms. Legomsky

CL 220 Introduction to Greek Science Spring

This course examines the remarkable scientific achievements of the ancient Greeks, who laid the foundations of medicine, mathematics, astronomy, physics and a host of other disciplines from philology to city-planning. After the instructor's introductory lectures, the members of the class will prepare and present talks on topics of interest and experience. Discussion and criticism will follow. Understanding the scientific spirit of the Greeks is necessary for any grasp of the History of Science. Mr. Harris

CL 320 Style and Meaning in Scientific Writing Fall

The group will read a wide variety of scientific writing, from Aristotle and Archimedes, through early modern writers (Galileo, Descartes, Bacon, etc.) into modern usage as evidenced in formal scientific journal style, the writing of serious popularization, "fine" scientific style (D'Arcy Thompson through S. Gould), and materials suggested or presented by members of the Middlebury science faculty (texts, offprints, discussions of their working methods). Exercises will include re-writing and reworking various materials according to special standards, and investigating the possibilities of elegant clarity alongside of scientific precision. The aim of the course will be, in short, to take a long and careful look at the language of scientific writing, and try to construct an educated guess what the possibilities may be and become in the coming century. Mr. Harris

CL 450 History of Classical Literature (In Translation) Fall

Designed for students with background in Greek and Roman literature, history or philosophy. The course will present a comprehensive overview of the major literary, historical and philosophical works of Greece and Rome. Ms. Adler

GREEK

[CL 103 Beginning Greek]

[CL 204 Intermediate Greek]

CL 303 Greek Literature: Homer and Herodotus Fall

This course will introduce students to a close study of Homer's *Iliad* and/or *Odyssey* and Herodotus' *Histories*. Aims will be master of Homeric and Herodotean Greek and study of the major themes and questions raised by the authors. Mr. Price

CL 304 Greek Literature: Plato and Tragedy Spring

Close reading of selected dialogues of Plato and works of the tragedians. Staff

[CL 403 Advanced Greek Poetry]

[CL 404 Advanced Greek Prose]

LATIN

CL 101 Beginning Latin Fall

Intensive introduction to the rudiments of Classical Latin, for beginners. The aim of the course is to prepare students to read the major authors of Roman literature. Ms. Legomsky

CL 202 Intermediate Latin Spring

A continuation of CL 101. Completes the rudiments of Latin grammar and introduces students to intensive reading selected from such authors as Cicero, Ovid, New Testament. Mr. Price

[CL 301 Latin Prose]

[CL 302 Latin Poetry]

CL 401 Readings in Latin Literature I Fall

The course will address itself to extensive readings in major authors, tailoring itself to the specific needs of the students. Mr. Harris

CL 402 Readings in Latin Literature II Spring Staff

HEBREW

CL 105 Introduction to Hebrew Fall

A beginning course in the rudiments of the Hebrew language. The aim of this course is to prepare students for close study of the Hebrew Bible in the original; it will also provide a basic foundation for literary and spoken Hebrew. 5 hrs. per week. Mr. Schine

CL 206 Intermediate Hebrew Spring

A continuing course stressing mastery of the Hebrew grammar and selected readings from the Hebrew Bible. (CL 105 or equivalent.) Ms. Adler

[CL 305 Readings in the Hebrew Bible]

[CL 406 Advanced Hebrew Studies]

SENIOR COURSES

CL 420 Seminar in Classical Literature Spring Staff

CL 700 Senior Essay for Classical Studies Majors Fall, Spring Staff

CL 701 General Examination for Classical Studies Majors Fall Staff

CL 705 Senior Essay for Classics Majors Fall, Spring Staff

CL 706 General Examination for Classics Majors Fall Staff

*Foundations Course

COMPUTER SCIENCE

The program in Computer Science at Middlebury is designed with two goals in mind:

1. To provide the necessary skills to understand and appreciate how the computer is used in various disciplines

2. To provide a solid foundation in computer science

The first of these goals is achieved by having the computer be an integral part of many courses in different departments. In some disciplines the computer is used to provide additional learning opportunities, as in philosophy where the computer provides assistance in developing skills in symbolic logic. In areas like economics, psychology, and geography, the computer is used extensively for statistical analysis of data. In the natural sciences it has become an integral part of most laboratory courses, with students using programs for data analysis and simulation. In addition to this, students from all departments use the computer word processor for term papers and senior theses. All of this is designed to allow the computer to fit naturally into the curriculum and to allow students to learn to use the computer as an effective tool regardless of their major.

The second of these goals is met by a wide variety of course offerings in the Department of Mathematics and Computer Science. Middlebury College now offers both concentrations in computer science and a major with a computer science emphasis in the Department of Mathematics and Computer Science.

Several courses in computer science meet the foundations course requirement for the Natural Sciences Division; they include MA 103 (Introduction to Computers), MA 213 (Computer Science I), and NS 128 (Cryptology). Other elementary computer courses include MA 127 (Elementary Computer Simulation). Detailed descriptions of these courses, as well as the more advanced courses, appear in the course listings for the Department of Mathematics and Computer Science. It is expected that students desiring a single course which provides a broad overview of computing and computers will elect MA 103. Students desiring an in-depth knowledge of computers and programming methodology, or those who wish to fulfill a concentration or major in computer science will elect MA 213.

Concentrations: A number of concentrations have been designed in the computer science area. Most begin with MA 213, MA 214, and MA 323; these courses together provide a thorough understanding of important concepts and methods in computer science. The fourth course in a computer science concentration may be taken from any of several related areas, and is designed to introduce the student to one of many areas of study in which the computer has become an indispensable tool. These courses include MA 200, MA 310, MA 311, MA 315, MA 318, as well as the following computer science courses: MA 324, MA 325, MA 326, MA 328, MA 341, MA 343, MA 421, and MA 423.

Major: The Department of Mathematics and Computer Science offers a major with an emphasis in computing. Students who elect this program take a variety of freshman and sophomore level courses in both mathematics and computer science. Advanced course work and senior work are typically done in various areas of computer science.

MA 421 (Theory of Computation) and MA 423 (Algorithms and Complexity) are included in the core courses for the majors. Up to 10 courses in computer science may count toward the required courses for this major. Students should consult the catalog listings for the Department of Mathematics and Computer Science for further details.

CREATIVE AND EXPOSITORY WRITING

The College Requirement in Writing: During the freshman year, each Middlebury student must take a one-semester course which has an emphasis in writing. Departments in all divisions offer such courses. The student with a special interest in creative writing may satisfy this general college requirement by taking an introductory course in the writing of poetry or fiction that will also serve as a prerequisite for additional creative writing courses. (See Freshman Writing Program on p. 114 for further information.)

The Courses Offered in Creative Writing: Sequences of courses are offered in poetry, fiction, nonfiction, and playwriting. As a junior or senior, a student may apply to do further writing as independent study. A major in the English Department may undertake an Honors project in creative writing in poetry or fiction or a combination of the two, in the senior year.

The Concentration in Creative Writing: Students majoring in disciplines outside the humanities may satisfy the concentration requirement by taking a concentration in creative writing which includes an introductory course, an intermediate course, an advanced workshop, and a course in the study of literature selected from a group of designated courses in English or American literature. Interested students may elect a further independent study course.

Bread Loaf Writers' Conference and Bread Loaf School of English: Qualified students may apply for scholarships at the Bread Loaf Writers' Conference, the Bread Loaf School of English and the Bread Loaf School in Oxford. Students planning to do senior work in creative writing are encouraged to attend the Writers' Conference for two weeks in August after their junior year.

PROGRAM IN EAST ASIAN STUDIES

Participating Faculty: Donald Lopez (chair) (Religion), Ellen Basu (Sociology/Anthropology), Catherine Campbell (Chinese Language and Literature), Gregory Chiang (Chinese Language and Literature), Nicholas Clifford (History), John Keenan (Religion), Linda Keenan (Japanese Language and Literature), Jen-mei Ma (Chinese Language and Art), Mutsuko Simon (Chinese Language), Don Wyatt (History), Clara Yu (Chinese Language and Literature) *On Leave:* John Berninghausen (Chinese Language and Literature), Hiroshi Miyaji (Philosophy and Culture), David Rosenberg (Political Science)

The East Asian major is designed for those students who wish to undertake an interdisciplinary approach to this region of great historical and contemporary importance. The term "East Asia" refers to China, Japan and Korea, and the program covers common cultural heritage of the region. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments which will explore connections among the art and literature, history, intellectual heritage, social organization and cultural values of East Asian peoples.

Requirements for an East Asian Studies Major: The East Asian Studies major will be expected to acquire basic language proficiency, oral and written, in either modern Chinese or Japanese. (See Section II of both Alternatives A and B below.) Coursework in spoken and written Chinese and Japanese may be taken at Middlebury during the regular academic year, and in the Middlebury summer intensive program. With the approval of the Chinese or Japanese department chairman, some language study at the level of CS 302 or JA 302 or above may be taken at certain language training programs or centers in Japan, Taiwan, the People's Republic of China, Hongkong or Singapore (see Alternative B).

Each EAS major is expected to select a probable senior thesis adviser from the faculty members participating in this program and to discuss his/her proposed course of study with the program chairman and the senior thesis adviser by the junior year. In most cases, it will be necessary for the EAS major to take one or two courses during the fall semester of the junior year to gain extra methodological preparation for researching and writing the senior thesis.

In this program, departmental Honors for majors will be awarded as follows: *Honors* for a thesis graded B+ or higher with at least a 3.3 average in all EAS courses, *High Honors* for thesis graded A− or A with at least a 3.55 average in all EAS courses, *Highest Honors* for an A thesis with at least a 3.7 average in EAS courses.

MASTER LIST

Content courses which may be counted towards a major in East Asian Studies. (Please note that the list is subject to periodic revision.)

AR 103	**Introduction to Far Eastern Art**
CS 133	**Masterworks of Chinese Literature and Civilization**
CS 216	**Traditional Chinese Fiction in Translation**
CS 220	**Modern Chinese Fiction in Translation**
CS 225	**Classical Chinese Poetry in Translation**
CS 420	**Modern Narrative and Composition**
CS 475	**Senior Seminar in Chinese Fiction (in Chinese)**
GG 221	**South and East Asia**
HI 235	**Modern East Asia, 1750–1912**
HI 236	**Modern East Asia, 1912–1976**

HI 331 Imperial China
HI 332 Modern China
HI 333 Chinese Intellectual History
HI 334 Chinese Institutional History
[HI 335 Traditional Japan]
HI 336 Modern Japan
HI 409 Reading in Asian History
HI 426 Writing and Research, East Asia
JA 215 Traditional Japanese Literature in Translation
JA 220 Novel and the Novelists in Modern Japan
[PA 253 Confucianism and the Confucian Tradition in East Asia]
[PA 256 Topics in Japanese Philosophy]
[PS 220 Asian Politics]
[PS 430 Seminar in U.S.–Asian Relations]
RE 115 Introduction to Eastern Religious Thought
RE 211 The Buddhist Tradition: China and Japan
RE 212 Chinese Religion
[RE 215 Shinto: Japanese Indigenous Religious Beliefs]
[RE 340 Early Taoism]
SA 335 Chinese Society and Culture
TH 237 Japanese Cinema

ALTERNATIVE A

Section I. Each East Asian Studies major electing this option (Alternative A) will take a total of eight courses from no fewer than four disciplines (i.e., four different departments). Other courses may, with the permission of the program chair, count towards the major.

Required of all majors under this option:
HI 331 Imperial China

Plus *one* of the following:
[RE 215 Shinto: Japanese Indigenous Religious Beliefs]
[HI 335 Traditional Japan]
HI 336 Modern Japan
JA 215 Traditional Japanese Literature in Translation
JA 220 Novel and the Novelists in Modern Japan
[PA 253 Confucianism and The Confucian Tradition in East Asia]
[PA 256 Topics in Japanese Philosophy]

Plus *one* of the following:
SA 335 Chinese Society and Culture
[PS 220 Asian Politics]
GG 330 South and East Asia
HI 235 Modern East Asia, 1750–1912
HI 236 Modern East Asia, 1912–1976
HI 332 Modern China
HI 333 Chinese Intellectual History

Plus *two* of the following:
AR 103 Introduction to Far Eastern Art
RE 115 Introduction to Eastern Religious Thought
RE 211 The Buddhist Tradition: China and Japan
RE 212 Chinese Religion
[RE 215 Shinto: Japanese Indigenous Religious Beliefs]
[RE 340 Early Taoism]
CS 120 Modern Chinese and Asian Fiction in Translation
CS 133 Masterworks of Chinese Literature and Civilization
CS 216 Traditional Chinese Fiction in Translation
CS 225 Classical Chinese Poetry in Translation
CS 475 Senior Seminar in Chinese Fiction (in Chinese)

Plus a course chosen in consultation with the program chair that is judged likely to provide extra preparation in a specific discipline or methodology for writing the EAS senior thesis. Often taken in the fall of the junior year, it may be taken in the preceding spring semester. Among the possible choices would be AR 400, CS 260, HI 426, PA 231, PS 404, RE 210, SA 356.

Plus *two* additional courses selected from the master list above.

Section II. A total of six regular semester courses in Chinese or Japanese language instruction plus one winter term course between CS or JA 101 and CS or JA 102 will normally be required of the East Asian Studies major.

CHINESE LANGUAGE COURSES

CS 101–102 Beginning Chinese
Fall, Winter, Spring
CS 201–202 Intermediate Chinese
Fall, Spring
CS 301–302 Advanced Chinese
Fall, Spring

JAPANESE LANGUAGE COURSES

JA 101–102 Beginning Japanese Fall, Winter, Spring

JA 201–202 Intermediate Japanese Fall, Spring

JA 301–302 Advanced Japanese Fall, Spring

Any student majoring in this program is required to complete a minimum of four semesters of Chinese language (or Japanese language) instruction—CS 101–102, 201 and 202 (or JA 101–102, 201 and 202) *prior* to the start of the senior year. It is, however, strongly recommended that the full six semesters of Chinese (or Japanese) up to and including CS 302 or JA 302 be completed by the junior year if at all possible.

Section III. During the first month of the fall semester, each East Asian Studies senior will declare a thesis topic (in consultation with the chair of the EAS Program and the thesis adviser) which seeks to explore one central problem or question within a closely defined scope and limited area/time period/methodological framework. In most cases, some primary or secondary sources in an East Asian language are to be covered in the thesis. A rough outline and bibliography showing what materials the student intends to use to research his/her thesis topic is to be given to the program chair by October 7. A series of colloquia will afford each major the opportunity to present preliminary findings to faculty and students during the second half of the fall semester and winter term. At least one completed copy of the senior thesis to be submitted to the program chair no later than noon on the last Friday of winter term classes. Two bound copies are to be given to the program chair by the first week of the spring term. A thesis that is submitted late will not be eligible for Honors.

EA 700 Senior Thesis Fall
Staff

EA 700/WT Senior Thesis Winter
Staff

ALTERNATIVE B

Section I. Each East Asian Studies major electing this option (Alternative B) will take a total of six courses from no fewer than four disciplines (i.e., four different departments). Other courses may, with permission of the program chair, count towards the major.

Required of all majors under this option:

HI 331 Imperial China

Plus *one* of the following:

[RE 215 Shinto: Japanese Indigenous Religious Beliefs]
[HI 335 Traditional Japan]
HI 336 Modern Japan
JA 215 Traditional Japanese Literature in Translation
JA 220 Novel and the Novelists in Modern Japan
[PA 253 Confucianism and the Confucian Tradition in East Asia]
[PA 256 Topics in Japanese Philosophy]

Plus *one* of the following:

HI 332 Modern China
HI 333 Chinese Intellectual History
SA 335 Chinese Society and Culture
[PS 220 Asian Politics]
[PS 430 Seminar on U.S.-Asian Relations]
GG 321 South and East Asia
HI 235 Modern East Asia, 1750–1912
HI 236 Modern East Asia, 1912–1976

Plus *one* course in art, philosophy, religion or literature included on the master list above.

Plus a course chosen in consultation with the program chair that is judged to provide extra preparation in a specific discipline or methodology for writing the EAS senior thesis. Often taken in the fall of the junior year, it may be taken in the preceding spring semester. Among the possible choices would be AR 400, CS 260, HI 426, PA 231, PS 404, RE 210, SA 356.

Plus *one* additional course selected from the master list above.

Section II. The East Asian major who has chosen Alternative B will complete a total of five regular credits plus one winter term credit in the Chinese or Japanese language training program (listed below) preparatory to direct cultural experience and intensive language training in an approved structured program in Japan, Taiwan, Singapore, Hongkong, or the People's Republic of China. The overseas language and cultural course work should

earn either 4 or 5 credits depending upon whether the student goes for a single regular term or a regular term and a winter term. It is possible to earn 9 credits for three quarters of successful advanced language study completed at the Inter-University Program for Chinese Language Studies in Taipei, Taiwan, or the Inter-University Program for Japanese Language Studies in Tokyo. Overseas study for Middlebury credit is usually restricted to the junior year, but exceptions are sometimes made for seniors.

CHINESE LANGUAGE COURSES

CS 101–102/WT-102 Beginning Chinese Fall, Winter, Spring

CS 201–202 Intermediate Chinese Fall, Spring

CS 301–302 Advanced Chinese Fall, Spring

plus other language credits earned in East Asia.

JAPANESE LANGUAGE COURSES

JA 101–102 Beginning Japanese Fall, Winter, Spring

JA 201–202 Intermediate Japanese Fall, Spring

JA 301–302 Advanced Japanese Fall, Spring

Section III. During the first month of the fall semester, each East Asian Studies senior will declare a thesis topic (in consultation with the thesis adviser) which seeks to explore one central problem or question within a closely defined scope and limited area/time period/methodological framework. In most cases, some primary or secondary sources in an East Asian language are to be covered in the thesis. A rough outline and bibliography showing what materials the student intends to use to research his/her thesis topic is to be given to the program chair by October 7. A series of colloquia will afford each major the opportunity to present preliminary findings to faculty and students during the second half of the fall semester and winter term. At least one completed copy of the senior thesis to be submitted to the program chair no later than noon on the last Friday of winter term classes. Two bound copies are to be given to the program chair by the first week of the spring term. A thesis that is submitted late will not be eligible for Honors.

EA 500 Independent Study Fall, Spring

EA 700 Senior Thesis Fall Staff

EA 700/WT Senior Thesis Winter Staff

N.B.: Given the interdisciplinary nature of this major, East Asian Studies is not an appropriate choice for one-half of a joint major. Students wishing to take a joint major in a discipline (social science, natural science or humanities) combined with Chinese language should consult the Chinese department.

ECONOMICS

Professors: Michael Claudon, Richard Cornwall (chair), David Smith *Associate Professor:* Paul Sommers (on leave all year) *Assistant Professors:* Paul Albanese (on leave all year), Phanindra Wunnava *Christian A. Johnson Distinguished Professor:* David C. Colander *Visiting Professors:* Harry Landreth, John Weeks *Instructors:* Daniel Nolle, Catherine Sokil *Visiting Instructor:* Sheldon Sax

I. THE MAJOR

The Economics major consists of four sequences.

Introductory Sequence: EC 150, EC 155, and MA 112. Neither EC 150 nor EC 155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra.

NOTE: No student who receives a grade below C– in *either* EC 150 or EC 155 will be admitted into the Intermediate Theory Sequence without permission.

Quantitative Sequence: EC 210 and EC 211. Students must pass EC 210 with at least a C– to be admitted to EC 211 without permission. MA 105, a Foundations course, is particularly good preparation for EC 210.

Intermediate Theory Sequence: EC 350 and EC 355. MA 112 is a prerequisite for EC 355 and EC 350.

NOTE: It is important, especially for those planning to study abroad, that these three sequences be completed by the end of the fall term, junior year.

Elective Sequence: At least four electives, two of which must be at the "400" level. One 400-level course must be completed at Mid-

dlebury. Note: EC 800 does not substitute for a 400-level course.

Students majoring in economics *cannot* count all three of the courses EC 340, EC 440 and EC 445 towards the minimum of 10 required economics courses.

Honors: Seniors interested in earning Honors in economics may choose between two options: the Independent Research Option or the Senior Honors Thesis Seminar Option. Normally, honors candidates have completed the three nonelective sequences by the beginning of the fall term, senior year. Detailed descriptions and requirements of the two options are available from the department upon request.

Honors for Joint Majors: Students completing a joint major in economics and a related discipline who aspire to earn Honors in economics must either (i) complete EC 800 Senior Research for Honors in addition to the other joint major requirements or (ii) complete the related department's senior thesis program. Honors candidates choosing option (ii) are required to (a) find an adviser in the Economics Department, (b) submit a final copy of the thesis to the coordinator of EC 800 on the due date set for students in EC 800, and (c) defend the thesis during a seminar presentation in the Economics Department. Candidates choosing either option must meet the minimum grade requirements for Honors in economics: a B average (grade point of 6.0 on the 10 point scale) in courses taken for the joint major and a B+ on the thesis.

International Major: MA 112*, EC 150*, EC 155*, EC 210*, EC 211*, EC 350*, EC 355*; three electives, one of which must be a 400* level course; one 500 (fall + winter term) course based on work abroad, plus an advanced course in the Language Department. Courses followed by an asterisk* must normally be taken at Middlebury, and as many as possible among the first seven listed should be taken before studying abroad. A minimum of ten economics courses, including the 500 course, must be completed.

International Politics and Economics Major: See p. 172 of this catalog.

II. ECONOMICS JOINT MAJORS AND CONCENTRATIONS

The following courses are not applied economics courses, and therefore do not fill such a requirement in any joint major or concentration involving economics: EC 100, EC 210, EC 211, EC 315, and EC 410.

III. POST-GRADUATE PREPARATION

Persons considering graduate programs in economics are urged to complete the first three sequences plus EC 410 and either MA 315 or MA 318. Majors considering graduate programs in economics or business are strongly advised to do a mathematics concentration.

Aspirants to M.B.A. programs are urged to complete the first three sequences plus EC 315 and EC 320.

We recommend EC 315 for students applying to law school since it offers useful preparation for the practice of law.

Because of the widespread use of computers in both M.B.A. and Ph.D. programs, majors should become familiar with computer programming by completing MA 103 and preferably MA 213, and are strongly advised to take EC 311.

EC 100 Basic Elements of the American Economy Fall

The course will involve a broad survey of the central features of the free market economic system of the U.S. Included will be attention to national economic aggregates for the nation and more important foreign countries, the behavior of firms and consumers as reflected in Demand and Supply patterns, the role of money in the society, and applications of theory to the real world. A series of projects analyzing current economic problems will be carried out. The course will not count toward the economics major. No mathematics capability is expected. (Students who have completed EC 150 or EC 155 cannot earn credit for EC 100.)

Mr. Smith

EC 150 Introductory Economics (Macro) Fall, Spring

An introduction to the analysis of such macroeconomic problems as inflation; employment levels; the role of money, taxation and spending; and resource use and conservation. (Working knowledge of algebra.)

Staff

EC 155 Introductory Economics (Micro) Fall, Spring

An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply); market structures, from competitive to oligopolistic; the distribution of income; and public policy options bearing on these problems. (Working knowledge of algebra.)

Staff

EC 210 Economic Statistics Fall

Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, estimation and hypothesis testing including contingency table analysis. A weekly one-hour lab at the computer center is part of this course in addition to three hours of class meetings per week. (MA 112.) Staff

EC 211 Economic Statistics: Introduction to Regression Analysis Spring

In this course regression analysis is introduced. The major focus is on quantifying relationships, between economic variables. Multiple regression enables identifying the effect of several exogenous variables on an endogenous variable. After exploring the classical regression model fundamental assumptions underlying this model will be relaxed and further new techniques will be introduced. Methods for testing hypotheses about the regression coefficients are developed throughout the course. Both theoretical principles and practical applications will be emphasized. The course goal is for each student to competently employ regression analysis as a research tool and to justify and defend the techniques used. (EC 210.)

Mr. Wunnava

[EC 230 The Soviet Economy]

EC 300 Current Problems in Economic Policy Spring

This course is designed to relate to economic theory and practice. It considers such problems as unemployment, growth, the deficit and the international debt crisis; it discusses the theoretical and practical problems of a variety of proposed "solutions" such as welfare reform, international monetary reform, profit sharing, industrial strategies, incomes policies, unemployment insurance reform and tax reform. (EC 150 and EC 155.) Staff

EC 310 Economics of Investing in Securities Fall

This course looks at the perils and promises for investors in financial securities. We explore the range of securities currently available to investors and the wisdom offered by economics on various investment strategies. Theories of choice under uncertainty, portfolio theory and beta analysis are developed. (EC 150, EC 155, EC 315 or permission.)

Mr. Sax

EC 311 Applied Econometrics Fall

This course is designed to further students' understanding of parameter estimation, inference and hypothesis testing for single and multiple equation systems. Emphasis will be placed on specification, estimation, and testing of micro/macro econometric models and using such models for policy analysis and forecasting. Large cross-sectional as well as panel data sets will be used for estimation purposes. (EC 211.) Mr. Wunnava

EC 315 Accounting Fall, Spring

A study of the accounting procedures used by proprietorships and corporations, with maximum attention to theoretical considerations involved.

Mr. Smith, Staff

EC 320 The Corporation Spring

A study of the economic and social roles played by the corporation; a study of the human productivity aspects involved in the corporation; a study of the use of accounting data in corporate decision making. (EC 150, EC 155 and EC 315.)

Staff

EC 325 Economic Development of Latin America and Africa Fall

This course investigates problems of economic development with special reference to Latin America and Africa south of the Sahara. Emphasis is placed upon structural factors such as population growth, land tenure, famine and poverty, as well as currently debated issues including the debt crisis, policies for economic recovery, and growth prospects for the future. (EC 150 and EC 155.)

Mr. Weeks

EC 330 Comparative Economic Systems Fall

A comparative analysis of market-guided (including socialist), centrally-planned and mixed economic systems. The course will look at how the various economic systems in Europe and Asia address problems of economic management, planning, coordination, development and equality. (EC 155.)

Ms. Sokil

EC 340 International Economics: A Policy Approach Spring

This course examines both international commodity trade and international finance. After learning the fundamentals of international trade theory and the macroeconomics of open economies, students will take up policy issues such as open vs. protected international trade, international exchange rate policies, international consequences of national macroeconomic policies, and those related to trade among countries at different levels of economic development. (EC 150 and 155.) Staff

EC 350 Macroeconomic Theory Fall

Macroeconomic theory analyzes whether the market effectively coordinates individual's decisions so that they lead to acceptable results. It considers the effectiveness of monetary, fiscal and other poli-

cies in achieving desirable levels of unemployment, inflation and growth. The theories held by various schools of economic thought such as Keynesians, monetarists and New Classicals are considered along with their proposed policies. (EC 150, EC 155 and MA 112.) Mr. Colander

EC 355 Microeconomic Theory Spring

Microeconomic theory concentrates on the behavior of the household (the consumer) and the firm (the producer). The former underlies the theory of demand and the latter underlies the theory of supply. Together the theories of supply and demand help illumine contemporary economic problems (gasoline rationing, sex discrimination in the labor market, the food stamp program, cartelized industries, for example). (MA 112 and EC 155.) Mr. Cornwall

EC 365 Environmental Economics Fall

An examination of the problems which must be resolved as society considers the costs of preserving or improving its environment versus the benefits from such expenditures. (EC 100 or EC 150 or EC 155 or permission.) Mr. D. Smith

[EC 394 The Economics of Natural Resource Management]

[EC 405 Psychological Foundations of Economic Behavior]

[EC 410 Econometrics]

EC 420 Economic Development Spring

The process of economic growth and development is studied from various theoretical and historical perspectives. Emphasis is placed on documenting levels and patterns of economic development; income distribution in developing countries; demographic aspects of development; and, barriers to economic development. (EC 350.) Mr. Weeks

[EC 430 Inequality and Poverty]

EC 437 The Political Economy of Capitalism Fall

Since 1500, the social process of capitalism has spread from a few isolated areas in Europe to embrace major portions of all continents. What is the relation between capitalism and the origin of the factory system, the hierarchical organization of work, the development of new technologies, the creation and destruction of social classes and the evolution of social systems of legitimacy and of oppression? We shall explore the writings of Marx, Keynes and Schumpeter and their associated schools of radical, liberal and conservative analysis of how well the "free enterprise" system works. (EC 355.) (Offered in alternate years.) Mr. Cornwall

EC 440 The Economics of International Trade Fall

A study of the causes of trade between nations, and its consequences for economic well-being and the allocation of resources. Trade policies in advanced and poor countries will be analyzed, as well as the interrelationship between trade and economic growth. (EC 210 and EC 355.) Mr. Nolle

EC 445 International Finance Spring

An analysis of the world's financial system and the consequences for open economies of macroeconomic interdependence. Particular topics include exchange rate determination, balance of payments adjustments, and monetary and fiscal policies in open economies. Special attention is paid to the strategies and problems associated with financial liberalization and debt in developing countries. (EC 210 and EC 350.) Mr. Claudon

EC 450 History of Economic Thought Fall

This course offers an historical and analytical perspective on the development of economic ideas. It asks the question: why is economics what it is today? Topics include the evolution of classical to neoclassical thinking, the Keynesian revolution, the changing of focus of economic theory and the current state of the profession. (EC 350 and EC 355.) Mr. Landreth

EC 455 Industrial Strategies Fall

An analysis of industrial decision-making within a framework involving the decision sciences and microeconomic theory. The course will apply microeconomic optimization techniques, regression analysis, and forecasting techniques to managerial decisions, aimed at achieving a firm's established goals. (EC 211 and EC 355 or permission.) Mr. Claudon

EC 465 Public Policy Toward Business Spring

This course examines the role of government in controlling business. Two different means of public intervention are investigated—Economic regulation and antitrust policy. The first half of the course introduces economic regulation of free market activity and the recent regulatory reform movement in the 1970's. In the second half of the course, the antitrust laws and their impact on American business are investigated from both a legal and economic perspective. (EC 355.) Ms. Sokil

[EC 470 Public Finance]

EC 475 Monetary Theory and Financial Institutions Spring

This course follows up EC 350 and further develops macroeconomic theory. Its theoretical focus is on the financial sector, but it is also concerned

with the integration of the real and the financial sectors. Modern debates in monetary theory are analyzed and their implications for policy considered. Topics include the role and productivity of money, the institutional structure of U.S. and international financial markets, and the organization of the Federal Reserve System. (EC 350.)
Mr. Colander

EC 480 Labor Economics Spring
A study of the modern labor market. From a microeconomic perspective, the course will examine such issues as the role of unions in the marketplace, minimum wage legislation, the nature and impact of age, sex and wage discrimination and investment in human capital. Macroeconomic topics will focus on alternative labor market models, types of unemployment, and social security. (EC 355.)
Mr. Sax

EC 498 Seminar in Economic Issues Spring
This seminar considers the economics of publishing. It considers the role that publishers play in the spread of economic ideas. Students will work on the reviewing and editing of papers submitted to an academic journal. Mr. Colander

EC 500 Individual Special Projects Fall, Spring
(Permission. See Handbook.) Staff

EC 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring

EC 800 Senior Research for Honors Fall, Winter
(Permission.) Staff

See also International Politics and Economics.

ENGLISH

Professors: Paul Cubeta, John Elder, Robert Hill, (on leave fall and winter terms), David Littlefield, Edward Martin (chair), Robert Pack (on leave part-time), David Price, Henry Prickitt (fall and winter terms), John Wilders (fall and winter terms). *Associate Professors:* John Bertolini, Gary Margolis (part-time), Elizabeth Napier (on leave fall term), Jay Parini *Visiting Associate Professor:* Sydney Lea (part-time, on leave all year) *Visiting Assistant Professors:* Cates Baldridge, Kathleen Skubikowski (part-time) *Instructors:* Diana Henderson, Virginia Jackson (on leave all year) *Visiting Lecturers:* David Bain (part-time), Don Mitchell (part-time)

Because of the varied nature of the Department's offerings, courses are differentiated by their second and third digits in the following manner:

Literature (00–19) Dramatic Literature (20–39) Writing (60–79)

FRESHMAN WRITING COURSES

EL 101, 103, 105, 107, 160, 170 and 175 all satisfy the freshman writing requirement. For a full description of the Freshman Writing Program, and other writing courses, see pp. 114 and 140.

[EL 101 Narrative Fiction]

EL 102 Perception and The Dreaming Mind Spring
A thematic introduction to the study of poetry. In this course both lyric and narrative modes of poetic expression will be studied. The poet's powers of physical description will be seen as related to the symbolic imagery of the poet's imagination. Written assignments will include both analytic papers and poems composed in the spirit of experimentation. Mr. Pack

EL 103 Lyric and Narrative Poetry Fall, Spring
Close analysis of selected poems both traditional and modern. This course is strongly recommended for those students who think they may be English or American Literature majors. With its attention to a variety of poetic styles throughout English and American verse, the course is partly designed as introductory to the 200 level courses in both disciplines. Mr. Cubeta

EL 105 Drama Fall, Spring
Masterpieces of comic drama by such playwrights as Aristophanes, Shakespeare, Moliere, and Shaw will be analyzed in terms of the psychology of farce, the nature of comic form, and the dramatic techniques of comedy so that, through class discussions and papers, new ways of enjoying and understanding the wit and wisdom of the comic vision may be discovered. Film versions and recordings of several of the plays will be used.
Mr. Bertolini, Ms. Henderson

EL 125 Shakespeare in Performance Fall
Close examination of selected scenes from *A Midsummer Night's Dream, The Merchant of Venice, Henry IV Parts 1 and 2, Julius Caesar* and *Hamlet*. Consideration will be given to the constituent parts of each play—construction, character, theme and language—but the major emphasis will

be on the effects created in performance on an audience. Students should be willing to take part in dramatic readings. Mr. Wilders

Admission to EL 107, 160, 170, and 175 below is by permission. Students should submit a written request or speak to the instructor at least one week prior to registration. Previous accomplishment is not a requirement for admission to the course: we are looking for commitment to writing as an activity.

EL 107 Journal and Essay Fall Spring

This course will be grounded in the keeping of journals, and will explore the ways in which essays can connect and expand such initial records of perception. Discussion in class will often focus on students' own writing. But we will also devote attention to the work of contemporary essayists, among them Edward Hoagland, Joan Didion, and Lewis Thomas. (Permission. See above.)
Mr. Elder, Mrs. Skubikowski; Mr. Martin

EL 160 The Structure of Nonfiction Winter

Students will write for each class. Discussion will center entirely on selections from these performances. A rigorous exercise involving composition of over twenty papers, this course should be considered only by those students dedicated to improving their creative, analytical writing. (Permission. See above.) Mr. Mitchell

EL 170 The Structure of Fiction Fall, Spring

An introduction to the reading and writing of some of the forms of fiction. Attention will be given to the technical aspects of selected novels and short stories, which will be analyzed in discussion and written assignments. Other assignments will include exercises in particular structures, such as character and setting, point of view, scene, dialogue and narration. Student stories will be analyzed and discussed. (Permission. See above.) Mr. Baldridge

EL 175 The Structure of Poetry Fall

An introduction to the reading and writing of poetry which emphasizes its structural and musical aspects. Exemplary American and English poems will be examined carefully to appreciate, as Frost says, "the easy way the obstacle of verse is turned to advantage." (Permission. See above.) Staff

MAJOR PROGRAM

Required for a Major in English are (1) Interpretation of Literature: EL 201 and EL 202; (2) Distribution Courses: four courses in literature, one chosen from each of the following groups: (I) EL 301, 302, 303, 224; (II) EL 206, 304, 305, 306; (III) EL 207, 213, 314, AL 202, AL 301; (IV) EL 208, 309, 312, 229, AL 302, AL 307; (3) Shakespeare (EL 321, 421); (4) a Field (five courses in Drama, Novel, Poetry, or Creative Writing, one of which is a seminar) (5) the Senior program.

Fields: A Field is a minimum of four courses informed by a coherent principle plus a seminar in a subject appropriate for the field. Up to two of the same courses – but no more than two – may be used to fill both Distribution and Field requirements.

Drama: (1) EL 227 or CL 152; (2) EL 111 or EL 224; (3) EL 321; (4) EL 229 or an approved TH course; (5) a seminar.

Novel: (1) EL 206; (2) EL 207 or EL 314; (3) EL 208; (4) AL 301 or AL 302 or EL/AL 309 or an approved TH course; (5) a seminar.

Poetry: The Lyric Tradition: (1) EL 103 or EL 175 or EL 202; (2) EL 303 or EL 304; (3) EL 213 or EL 314; (4) EL/AL 312 or AL 306 or AL 307; (5) a seminar.

Creative Writing – Poetry: (1) EL 175; (2) EL 275; (3) and (4) two of: EL/AL 312, EL 213, EL 314, AL 307, EL 460; (5) a seminar.

Creative Writing – Fiction and Nonfiction: (1) EL 107 or EL 160 or EL 170; (2) EL 260 or EL 270 or TH 218; (3) and (4) two of: EL 206, EL 207, EL 208, EL/AL 309, AL 301, AL 302, EL 460, TH 228; (5) a seminar.

Majors seeking to define Fields may, in consultation with their advisers, propose to the chairman alternative Fields or different courses within the five Fields listed above. For example, some literature courses in foreign languages and in classics may be substituted for courses in drama, novel and poetry as long as the coherence of the Field is maintained. Those seeking to define "joint" majors with English and another department should, through the way the Field is defined, be able to meet all of the requirements for the major in English, and thus may wish to consider a double rather than a joint major.

A student entering the major should discuss a plan for the entire major program with his/her adviser. At this time the student should get from the adviser or from the department office a copy of the reading list that will form the basis for the General Ex-

amination in the senior year. The student will be responsible for all works on the reading list. It should be noted that most distribution courses will *not* be offered every year: in Groups I, II and III there will normally be two each year and in Group IV normally there will be four. Enrollments in Distribution courses may be limited; therefore, it may not always be possible for a student to take a particular course in the year of his/her choice.

Seminar topics will change from year to year. In general, two factors are important: the seminar elected must be an appropriate enhancement of the rationale for the Field, but it may not always be possible for a student to enroll in the seminar of his/her first choice.

SENIOR PROGRAM

The Senior Program includes a required General Examination (EL 705) and an optional one-term Senior Essay or a two-term Honors Thesis (EL 700 or 710). Normally seniors register for one unit of EL 700 or 710 in the fall term and register for the General Examination (EL 705) in the winter term. Students undertaking two-term Honors Theses normally complete them during spring term.

The General Examination receives one course-credit. The examination will be based on a General Reading List, and students are expected to know well *all* of the works on the List. Many of these works may also appear on course reading lists, but not all, and students should expect to do a good deal of independent reading (and rereading) in preparation for the General Examination.

Departmental honors will be determined on the basis of course grades, essay or thesis grade, and the general examination grade. For Honors in any of the three categories—Honors, High Honors, Highest Honors—College rules specify a minimum average of B in course grades and a minimum grade of B on the Essay or Thesis. There is no minimum qualifying grade on the General Examination, except that to qualify for Highest Honors the Department requires a minimum of B+ in each of the three areas (course-grades average, thesis or essay, and the general examination). In determining the numerical average of course grades all courses designated EL will be counted as will all other Middlebury courses which fulfill distribution requirements for the major. Departmental minimum grade averages for each level of honors are:

Highest Honors: A+
High Honors: A or A−
Honors: B+

Normally, essays and theses are critical studies of some aspect of an author's work, but students who have completed EL 460 may petition to undertake a creative writing project. Each senior is assigned to a faculty member for guidance on the essay or thesis.

Fall term and spring term Senior Essays must be submitted no later than the last day of classes. Late essays will receive a grade no higher than C. Theses (two-term writing programs and projects) must be submitted no later than the end of the second week of classes after spring recess, or no later than the end of the first week of classes following Thanksgiving recess. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No one is permitted to register for the second term in a Thesis program unless he or she has accomplished and submitted a substantial amount of work during fall term.

LITERATURE

***EL 110 Continental Fiction** Spring

A study of major novels and some shorter works by 19th and 20th century European authors, including Flaubert, Zola, Tolstoy, Dostoevsky, Mann, Kafka, Sartre, and Camus. In their range and sweep, these works of fiction trace the main lines of development of narrative form in modern Western art. They are triumphs of achievement and innovation aesthetically and conceptually; they give a felt sense of significant and significantly different levels of society, culture, and periods of history; and between them they dramatically enact or embody most of the central preoccupations of Western civilization, its dilemmas as well as its great ideas.

Mr. Price

[*EL 112 Mythologies Timeless and Timely, Traditional and Contemporary]

[*EL/AL 113 Visions of Nature]

***EL 114 Reading Women's Writing** Fall

Readings will include a sampling of poetry from the 16th to 19th centuries, novels by Austen, C. Bronte, Eliot, Woolf, Hurston, and Rhys, and prose selections by D. Wordsworth, Gilman, Lessing, and Woolf. Secondary readings will reflect on the concept of gender as a central organizing principle. Employing a variety of methods of literary analysis, the course raises questions of interest to students

in a wide range of disciplines, including philosophy, foreign languages, psychology, and history, as well as English. Ms. Henderson

EL 201, 202 Interpretation of Literature
The EL 201–202 sequence introduces students in some depth to writers whose works are regarded as central to the English poetic tradition as it has developed from the Middle Ages to the modern period.

Those intending to major in English are advised to complete the EL 201–202 sequence *before* they elect other courses above the 200 level.

EL 201 Chaucer, Shakespeare, Milton Fall, Spring
In this course students will study and discuss selections from Chaucer's *Canterbury Tales*, two of Shakespeare's plays and Milton's *Paradise Lost* in its entirety. Taught in sections of limited size; frequent writing assignments. (Open to sophomores and freshmen who have completed the freshman writing requirement, who intend to major in English, American Literature and Civilization, or Literary Studies; open to other students, space permitting.) Staff

EL 202 Major Poets from the Eighteenth to the Twentieth Century Fall
A course designed as a continuation of EL 201. Students will read selected poems by five or six of the following: Pope, Blake, Wordsworth, Keats, Tennyson, Arnold, Yeats and Eliot. Taught in a lecture format with quizzes and/or short papers and a final exam. (EL 201 or permission.)
Mr. Pack

Courses below that fill Departmental requirements are so indicated by the number of the group, (I, II, III or IV) in parentheses, and (WS) for the Shakespeare requirement.

EL 206 Early English Novel (II) Spring
The development of the English novel in the 18th century. Novelists include Defoe, Richardson, Fielding, Sterne and Lewis. Mrs. Napier

EL 207 Nineteenth Century English Novel (III) Fall, Spring
Close analysis of form, theme and character in representative English novels of the 19th century. Novelists to be read include Austen, Dickens, Thackeray, Trollope, the Brontes, Eliot, and Hardy.
Mr. Baldridge

EL 208 Twentieth Century English Novel (IV) Fall, Spring
This course will focus on novelists of the modern period: Conrad, Joyce, Lawrence, Forster and Woolf. Readings in modern and contemporary criticism will help define the contexts within which these novelists worked and are read.
Mr. Price, Mr. Parini

EL 213 English Romanticism (III) Spring
Primary attention will be given to poetry and prose selected from the six major English Romantic poets: Blake, Coleridge, Wordsworth, Keats, Shelley and Byron. Mr. Hill

[EL 224 Medieval and Renaissance Drama (I)]

EL 227 Greek Comedy Spring
Intensive study of major works of Aristophanes, principally *The Clouds*, *The Birds*, *Lysistrata*, and *The Frogs*, and selected writings by Thucydides (*The Peloponnessian War*) and Plato (*The Apology*, *The Symposium*), which illuminate the social, political, religious, and intellectual contexts out of which they arise, and which they address.
Mr. Littlefield

EL 229 Modern British Drama (IV) Fall
British drama in the 20th century has been a continuing search for a new dramatic language and for dramatic forms. Among the leaders of this search are G. B. Shaw, T. S. Eliot, Samuel Beckett, Harold Pinter, Tom Stoppard, John Osborne. This course will explore representative plays by them, as well as by those who have written for the commercial theatre, such as Noel Coward, Terence Rattigan, Robert Bolt, and Anthony Shaeffer. Connections with modern British cinema will be made.
Mr. Bertolini

EL 301 Chaucer (I) Fall
Reading and discussion of selections from the *Canterbury Tales*, and *Troilus and Criseyde*, with reference to intellectual background through the 14th century. Mr. Littlefield

[EL 302 Medieval Literature (I)]

EL 303 English Literature of the Sixteenth Century (I) Spring
A survey of the major developments in the theory and practice of lyric and heroic poetry in England 1500–1600. Special emphasis will be given to the sonnet, from Wyatt and Surrey, through Sidney and Spenser, to Shakespeare, and to *The Faerie Queene*.
Ms. Henderson

EL 304 English Literature of the Seventeenth Century (II) Fall

Studies of the poetry of Donne, Jonson, Herbert, Herrick, Marvell, Rochester, and several minor poets. A selection of poems will be examined in close detail and an attempt will be made to discover the distinctive achievement of each poet and the distinguishing characteristics of the poetry of this period generally. Mr. Wilders

[EL 305 Eighteenth Century Poetry and Prose (II)]

EL 306 Restoration Literature (II) Spring

Poetry, prose, and drama of the years from 1660 into the 18th century. The course will refer to the historical and political contexts that influenced Restoration aesthetics, as well as the significance of style, the ethos of wit, the roles of women and men, and the refinement of stage comedy. In 1987–88 the course will focus on drama: comedies by Wycherly, Etheridge, Vanbrugh, Congreve, Fielding, Gay, Goldsmith, and Sheridan.
Mr. Bertolini

EL/AL 309 Contemporary Literature (IV) Fall

This course will explore different genres in contemporary literature, especially the ways writers have dealt with the legacy of Modernism. Among novelists, we will read Bernard Malamud, Ann Beattie, John Updike, Italo Calvino, and Gabriel Garcia Marquez. The poets we will consider are Robert Penn Warren, Charles Wright, and Seamus Heaney. Among essayists and critics, we will examine Gore Vidal and Joan Didion.
Mr. Parini

[EL/AL 312 Modern Poetry (IV)]

[EL 314 Victorian Poetry (III)]

EL 321 Shakespeare (WS) Fall, Spring

An intensive scrutiny of language, character and theme in several of Shakespeare's plays with a primary focus on *Hamlet* and *King Lear.* (Juniors and seniors.) Mr. Cubeta, Mr. Elder

SEMINARS

The process or *activity* of the seminar is as important as the subject: in each seminar there will be close analytical discussions of the reading, and those discussions will form the basis for extensive writing requirements. Seminars that fill requirements in the major in addition to Field requirements are so indicated.

Registration for the Seminar program is organized before the normal registration period by a departmental committee. Inquire at the department office for application procedures *at least one week before registration.* Students not majoring in English are welcome to apply, and are encouraged to do so. Students abroad, or studying elsewhere during junior year, must indicate their seminar preferences well in advance of each registration period, and must have someone register for them.

Courses that fill the English Department seminar requirement are listed below, including several seminars offered by other departments and/or programs.

CL 420 Seminar in Classical Literature Spring

See Classics listings for description.
Ms. Adler

[LS 260 Introduction to Literary Criticism and Analysis]

LS 705 Literary Studies Colloquium Fall

See Program in Literary Studies listings for description. Mr. Bertolini

EL 401 Seminar: Homer, Ovid, Milton—The Transformation of Epic Spring

Study of the narrative strategy and temporal perspectives of Homer's *Iliad*, Ovid's *Metamorphoses*, and Milton's *Paradise Lost*, with ancillary study of parallel texts in the Old Testament. (Please apply at department office.) Mr. Littlefield

EL 402 Seminar: The Age of Wordsworth Fall

With Wordsworth's poetry as our focus, we will explore the context and continuities of English Romanticism; we will read the work of his contemporaries—particularly Coleridge, Byron, and Shelley; we will connect his writing with the outward revolutions of his age, both scientific and political; and we will consider the specific connections he draws among nature, memory, and the imagination. To consider these connections we will look at the English painters of Wordsworth's time, Constable, Turner, and Palmer in particular. We will also visit a major exhibition on "William Wordsworth and the Age of English Romanticism" at the New York Public Library. (Please apply at department office.) Mr. Elder

EL 403 Seminar: Dickens and Eliot Fall

A study of selected novels by Charles Dickens and George Eliot, including *Great Expectations* and *Middlemarch*. (Please apply at department office.) Mr. Prickitt

EL 404 Seminar: Literary Theory Spring

This seminar will focus on the most recent trends in literary theory, with some attention to the traditions of criticism out of which these theories have arisen. Using Terry Eagleton's introductory survey, *Literary Theory: An Introduction*) as a main text, we will examine closely a number of critics and schools of thought, ranging from the New Critics and structuralists to the Feminists, the Deconstructionists, and the neo-Marxists. (Please apply at department office; this course is designed primarily for literature majors in their junior year, and they will receive first consideration for registration.) Mr. Parini

EL/AL 405 Seminar: H.L. Mencken's Defense of Women Fall

The seminar begins with an analysis of H.L. Mencken's *In Defense of Women* in the context of the woman suffrage movement to 1920, when women were given the right to vote. The focus is Mencken's views of the roles of women in American and European life. We will read from the perspective of Mencken's criticism such novels as Theodore Dreiser's *Sister Carrie* and *Jennie Gerhardt*, Sinclair Lewis' *Main Street*, Edith Wharton's *The House of Mirth*, Willa Cather's *A Lost Lady*, Ellen Glasgow's *Barren Ground*, as well as (for background and context) writings by, or selections from, Ibsen, H.G. Wells, Thomas Beer, Kate Chopin, Henry Adams, Jane Addams, Henry James. (Please apply at department office.) Mr. Martin

EL 406 Seminar: The Romantic Novel Spring

Close readings of a number of important novels produced in the transitional period between the 18th and 19th centuries, before the novel entered into its second major phase in the reign of Victoria. Particular attention will be paid to issues of genre (Gothicism, Orientalism), biography (Lewis, Beckford, Shelley), and narrative structure. Among the works to be considered are Horace Walpole's *The Castle of Otranto*, William Godwin's *Caleb Williams*, Mary Shelley's *Frankenstein*, James Hogg's *The Private Memoirs and Confessions of a Justified Sinner*, and Emily Bronte's *Wuthering Heights*. (Please apply at department office.) Mrs. Napier

EL 407 Seminar: William Butler Yeats Spring

Extensive readings in most of Yeats' work with intensive study of selected poetry. Works to be read, or read in, outside the required reading of all the poetry, will include: *The Autobiography*, *The Collected Plays*, *A Vision*, *Mythologies*, *Irish Fairy and Folk Tales* (ed. Yeats), *Ideas of Good and Evil*, *Discoveries*, *Per Amica Silentia Lunae*, *The Cutting of an Agate*. (Please apply at department office.) Mr. Hill

EL 421 Seminar: Shakespearean Tragedy (WS) Spring

An intensive scrutiny of language, character, and theme in several of Shakespeare's major tragedies. Not open to those who have taken EL 321. (Please apply at department office.) Mr. Cubeta

WRITING

For EL 107 (Journal and Essay), 160 (The Structure of Nonfiction), 170 (The Structure of Fiction), and 175 (The Structure of Poetry) see descriptions under "Freshman Writing Courses," above; these courses are open, by permission, to upperclass students.

TH 218 Intermediate Workshop: Playwriting I Fall

See Theatre, Dance and Film listings for description.

EL 260 Intermediate Workshop: NonFiction Spring

A continuation of EL 107, fall term. (EL 107 or permission.) Mr. Elder

EL 270 Intermediate Workshop: Fiction Fall, Spring

Study and practice in techniques of fiction through workshops and readings in short stories and novels. Emphasis will be placed on revision; individual conferences with the instructor will be arranged. (EL 107 or 160 or 170, and permission.) Staff, Mr. Mitchell

EL 275 Intermediate Workshop: Poetry Fall

Students are encouraged to experiment in different forms in order to broaden their sense of the expressive possibilities of poetic design and to enhance their own technique and style. The class will discuss samples of contemporary poetry and each other's work in the spirit of frank but helpful criticism. Emphasis will be placed on the revision of poems in the belief that the longer the imagination dwells on a poem's possibilities, the more powerful will be the resulting invention. Active participation in discussion is expected of all students. (EL 175, and permission.) Staff

TH 228 Advanced Writing: Playwriting II Spring

See Theatre, Dance and Film listings for description.

EL 460 Advanced Writing Fall, Spring

Advanced workshop in poetry and prose primarily for students planning to do a senior essay or honors thesis in creative writing. (Two writing courses at the introductory and intermediate levels with grades of B or better, and permission.)

Mr. Mitchell, Staff

SPECIAL PROJECTS

The department will consider applications from qualified students who wish to undertake advanced tutorials in literature, dramatic literature and writing. A student proposing a tutorial should, after discussion with a possible project director and with his/her adviser, submit a written proposal to the department office two weeks prior to registration.

A Creative Writing project (EL 560) may be undertaken after completion of the introductory, intermediate and advanced workshops in writing. Course credit for satisfactory work at the Bread Loaf Writers' Conference may be given at the EL 560 level if the prerequisites for EL 560 have been met.

EL 500, 520, 560 Special Projects

Fall or Spring

Staff

SENIOR PROGRAM

The following courses are elected during the Senior year. See *The Senior Program,* above, for descriptions.

EL 700	**Senior Essay**	Fall, Spring
EL 705	**General Examination**	Winter
EL 710	**Senior Thesis**	Fall, Spring

*Foundations Course

THE PROGRAM IN ENVIRONMENTAL STUDIES

Professors: David Andrews (Sociology/Anthropology), Brewster Baldwin (Geology), Victor Nuovo (Philosophy), E. L. Poole (Chemistry), David Smith (Economics) *Associate Professors:* Robert Churchill (Geography), Raymond Coish (Geology) *Assistant Professors:* Lucy Harding (Geology), Sallie Sheldon (Biology), Stephen Trombulak (Biology, Director) *Visiting Assistant Professor:* Richard Arthur (Philosophy) *Visiting Instructor:* Sheldon Sax (Economics)

The field of Environmental Studies explores the relationship between humans and their environment. Such a study involves information from a variety of disciplines, including economics, natural science, political science, geography, sociology, and philosophy. The Program in Environmental Studies is designed to provide students an interdisciplinary major that focuses on the diverse facets of environmental science as well as to provide in-depth training in one or more specific disciplines. After graduation, students may continue on to graduate school in environmental science, as well as environmental law, resource economics, anthropology, or wildlife biology. Because the major includes significant work in two divisions, students majoring in Environmental Studies are not required to take a concentration.

Program Requirement: Students must select to be in either the Natural Science or the Social Science/Humanities Track of the major. Each track involves six required courses and four cognates. Additionally, each student must select a focus and an adviser within their chosen track. Courses taken within the focus that are not specified must be approved by the adviser.

Natural Science Track

Core courses:
BI 190 (General Ecology)
CH 103; 104 (Fundamentals of Chemistry I and II)
GL 112 (Environmental Geology)
MA 106 (Introduction to Statistical Science); 112 (Mathematical Analysis I)

Cognate courses (any four courses; at least two must be above the 100 level):
EC 365 (Environmental Economics); 394 (Natural Resource Management)
GG 211 (Economic Geography); 230 (Environmental Conservation; 354 (Weather and Climate)
PS 104 (American Political Processes)
PA 190 (Ethics and the Environment); 230 (Philosophy of Science)
SA 307 (Social Movement and Collective Action)

One of the following foci:
Biology: 125, 4 additional courses at the 200-300 level, 1 course at the 400 level
Chemistry: 4 courses at the 200-300 level, 2 courses at the 400 level

Geology: 3 courses at the 200-300 level, 1 course at the 400 level, and 2 units of 700

Social Science/Humanities Track

Core courses:
EC 155 (Introductory Economics); 365 (Environmental Economics) *or* 394 (Natural Resource Management)
GG 211 (Economic Geography) *or* 212 (Urban Geography); 230 (Environmental Conservation)
PA 190 (Ethics and the Environment)
PS 104 (American Political Processes) *or* 208 (U.S. Congress)

Cognate courses (any four courses; at least two must be above the 100 level):
BI 190 (General Ecology); 390 (Advanced Ecology)
CH 103 (Fundamentals of Chemistry I); 170 (Chemistry for Citizens)
GL 112 (Environmental Geology); 252 (Geomorphic Processes)
MA 103 (Introduction to Computers) *or* 213 (Computer Science I); 106 (Introduction to Statistical Science);

One of the following foci:
Economics: 150, 210, 355, 1 additional course at the 200-300 level
Geography: 100, 4 additional courses at the 200-300 level, 1 course at the 400 level
Philosophy: 180, 4 additional courses at the 200-300 level, 1 course at the 400 level
Sociology/Anthropology: 103, 190, 302, 710, 2 Area Studies courses

Senior Independent Work: Some foci require independent work in the related department during the senior year. Students with other foci may also elect to do independent work; this work may be carried out either as a one semester project (ES 500: Independent Studies) or as a two or more semester project (ES 700: Senior Thesis). Students must carry out this work under the supervision of a faculty member in the department that best characterizes the research project. Students wishing to undertake a 500 or 700 project must submit a proposal well in advance of registration for the semester when the work is to be done. Proposals must be submitted to the project adviser, the Program Director, and an additional faculty member from the track. In addition, students undertaking a Senior Thesis must make a public presentation of the research and a defense of the thesis before a committee of at least three faculty members.

Honors Program: Students with an average of B+ or better in courses required for the major may apply for Program Honors before beginning a Senior Thesis (ES 700). Honors will be given for a thesis of superior quality (B+ or better).

ES 500 Independent Study Fall, Winter, Spring

ES 700 Senior Thesis Fall, Winter, Spring

FRENCH

Professors: Simon Barenbaum, Edward Knox, Nancy O'Connor, Carol Rifelj (chair) *Assistant Professors:* Mireille Barbaud-McWilliams, Bethany Ladimer (on leave winter and spring terms), Roddey Reid (on leave fall term) *Visiting Assistant Professors:* Beatrice Ness, Robert Ponterio *Visiting Instructor:* Stephanie Montgomery *Lecturer:* Huguette Knox

The French department considers competence in French to be the essential prerequisite to any advanced work. Most incoming freshmen are placed according to their ability in French and background in FR 201, FR 202 or FR 205. Beyond FR 205, courses in civilization, literature and further language study are available at the 200 and 300 levels.

The advanced level program at Middlebury is weighted somewhat towards literature rather than civilization while the reverse is true of the Junior Year program in Paris. Students particularly interested in French Civilization should consider FR 206, FR 222, FR 313 and literature courses designed with a major sociocultural component (FR 310, FR 311, FR 312, FR 315, FR 321). Other departments offer courses which deal in some depth with France: AR 102, 216, 305; HI 104, 346; PS 103, 107, 225, 406. Further civilization offerings are available in the Middlebury summer and Paris programs.

The School in France: Middlebury offers both year and semester programs in Paris. Qualified students from any academic department may apply. It is the department's expec-

tation that majors in French will spend at least one semester in residence in France. Students who are interested in studying abroad who are double or joint majors or International majors, or who plan on participating in the Teacher Education Program, should consult the appropriate advisers as early as possible to avoid any conflicts in requirements. They should in any event contact the Dean of the French School before registering for their sophomore year.

Students planning to participate in the program in Paris must have completed two full years of college at the time they undertake their study abroad; they must have taken at least one course beyond FR 205 by the spring before going to Paris; and they must have an over-all average of at least B– and an average in French of at least B. We expect all applicants to demonstrate their commitment to French by continuous study of French from the time of their enrollment at Middlebury, and to maintain their academic level if they are accepted. Students applying for a semester only are required to take FR 206. Applications for admission to the School in France, whether for the full year or one semester, should be submitted by January 31 if possible.

Required for the major: FR 205 or the equivalent, two (preferably three) courses from FR 206, FR 207, FR 208 and FR 209; at least four courses at the 300 level or above. Most courses taken in France will be at the 300 level. We expect our majors to have a balanced program in language, literature, and civilization. Total of no fewer than 10 courses, no more than 14.

In France, a major is expected to earn no more than five units (full year program) or three units (semester program) toward the major. The preliminary session in Paris does not count toward the major. During the senior year at least two advanced courses in French must be taken at Middlebury. College Board AP scores of four and five count toward graduation but not toward the major.

Joint Majors: A joint major's French component will normally represent at least seven courses in French, starting with FR 205 (or above) and including at least two at the 300 level. Some part of the joint major must demonstrate ability to function at an advanced level in both fields, as evidenced by at least one French course during the senior year.

Senior Independent Work: Upon completing at least two 300-level courses in the department, majors who are well-prepared and who have an average in French of B+ or better may receive permission to do independent work during their senior year. They may consider various formats: an essay or project (FR 500, one semester) or a thesis (FR 700, semester and winter term). Independent work may also be undertaken in the context of a course or be linked to a teaching internship.

To undertake a 500 or 700 project, students should consult the departmental guidelines and present their proposals well in advance of registration for the semester when the work is to be done.

Honors: The department will award Honors, High Honors, or Highest Honors on the basis of a student's work in the department and performance in senior independent work approved in advance by the department.

FR 101 Intensive Beginning French Winter

An introduction to listening, speaking, reading, and writing in French, providing the syntactic and semantic foundations of the French language in a concentrated program of grammar presentation, drills, laboratory work, and discussion. Primary emphasis will be placed on the student's active use of the language. **This course is for students who have not studied French before.** **Staff**

FR 102 Beginning French Spring

Continuation of FR 101, dealing with more complex French. Oral skills are stressed. (FR 101.)
Mr. Barenbaum

FR 201 Intermediate French Fall

An active and comprehensive review of language skills, with emphasis on the sound system and syntactical problems. Designed for students whose background in French is limited or shaky.
Staff

FR 202 Intermediate French Fall, Spring

Follows FR 201. The course will provide a thorough review of French Grammar while introducing readings and practice in oral comprehension and production. Ms. Montgomery

PREREQUISITES TO THE MAJOR

FR 205 Toward Liberated Expression Fall, Spring

A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety and vocabulary acquisition. Sections limited to 15 students.

This requirement for the major may be satisfied by placement at a higher level. Staff

At least two of the following four courses:

FR 206 Introduction to Contemporary France Fall, Spring

An introduction to several major sectors and themes: the family, the school system, social structures, the economy, the political structures and parties. Emphasis on the vocabulary of these sectors; language appropriate to situating them in context; and the ability to analyze documents involving such themes. (FR 205 or placement.)

Ms. Knox, Mr. Reid

Each of the following three courses is a survey of some of the major figures and trends in French poetry, theater or prose, designed to acquaint the student with the history of the genre, the technical problems involved and the use of French critical terminology in the study of literature. As noted, students are strongly advised to take the corresponding "Introduction" course before enrolling in an advanced course.

FR 207 Introduction to French Poetry Spring

(FR 205 or placement.)

Ms. Barbaud-McWilliams

FR 208 Introduction to French Theater Fall, Spring

(FR 205 or placement.) Staff

FR 209 Introduction to French Prose Fall, Spring

(FR 205 or placement.) Staff

LANGUAGE, LITERATURE, AND CIVILIZATION

[FR 112 Humanists and Heroes]

***FR 115 Realism: French Fiction from Stendhal to Proust** Fall

Mr. Ponterio

[*FR 120 Women Writers in France]

***FL 239 Structuring the Chaos** Spring

See Foreign Languages listings for description.

FR 215 Improving Writing in French Spring

This course will be devoted to developing the student's ability to write clear, nuanced and well-articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructor recommends such work before courses at the 300 level. (One course 206–7–8–9. Others by permission.)

Staff

FR 222 Facets of a Changing France Winter

Newspapers, magazines, texts and films will present in a variety of facets the image of a changing country. The main part of our classroom work will be oral: reports and discussions by individual students and small groups. (FR 206 or special permission.) Mr. Barenbaum

[FR 305 Advanced Practice in Written French]

[FR 309 Renaissances in Sixteenth Century Literature]

[FR 311 Voltaire, Diderot and the French Enlightenment]

FR 312 Women and the Novel of the ancien régime Spring

We will attempt to place selected novels and tales in the historical and cultural context of the *ancien regime* as well as studying the ways their narrative forms, style, and themes structure their vision of women. Readings will include Perrault's fairy tales, Mme. de Lafayette's *La Princesse de Cleves*, novels by the Enlightenment philosophers Voltaire and Diderot, selections from Sade and *Les Liaisons dangereuses* of Laclos. Ms. Rifelj

FR 313 Topics and Problems in Contemporary French Civilization Spring

Mr. Reid

FR 315 The Nineteenth Century Novel Fall

The course will study major novels of Stendhal, Balzac, Flaubert, and Zola, including an examination of the interrelations of literary works and sociocultural conditions. (FR 209 recommended.)

Ms. Ness

FR 316 Nineteenth Century Poetry Fall

Ms. Rifelj

[FR 317 Twentieth Century Drama: L'Acte et la Parole]

FR 318 Twentieth Century Poetry Spring

Special attention will be given to the Surrealist movement. We will study its effect on 20th century poets—including Eluard Aragon, Reverdy, Supervielle, Max Jacob and others. (FR 207, FR 316, or permission.) Ms. Barbaud-McWilliams

FR 321 From the Baroque to the Classical Stage Fall

A study of the French theater during the periods of Louis XIII and Louis XIV: the times, the companies, the publics and the playwrights. Plays by Corneille, Molière, and Racine will be read and discussed. (FR 208 recommended.)

Mr. Barenbaum

[FR 324 Culture and Identity in Francophone Literature]

FR 442 Workshop in French Radio Spring

Mr. Barenbaum

FR 500 Independent Projects Fall, Spring

Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Approval of the project should be obtained well in advance of registration for the semester in which the work is to be done. FR 500 projects or essays proposed by senior majors for honors must be approved by the department as a whole. Staff

FR 700 Senior Research Fall, Winter, Spring

For Senior majors who are candidates for Departmental Honors. Students should seek out an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. Staff

FR 704 Senior Seminar: The Twentieth Century Novel Fall

A consideration of characteristic themes in the 20th century novel (space, time, the role of human endeavor, etc.). We will also investigate the mission and responsibility of the modern writer and the possible answers to such questions as: Why does one write? For whom? Authors will include Proust, Breton, Sartre, Camus and Butor. Ms. Ladimer

See also Division of Foreign Languages and Freshman Writing Program.

*Foundations Course

GEOGRAPHY

Associate Professor: Robert Churchill (chair)
Assistant Professors: Ron Liebowitz, Tamar Mayer *Instructor:* Paul W. Blank

Geography is concerned with describing and analyzing spatial patterns and with understanding the processes by which spatial form changes through time. In pursuing these concerns geographers have customarily carried out their studies in many different cultures and environments; consequently there has been a strong emphasis upon international as well as regional and local studies. Moreover, the diversity of economic, social, political, and physical variables involved in spatial studies has created many interdisciplinary links. Finally, geography has a tradition of service to society. Geographers serve as policy makers in business and in local, state, and national government, addressing issues in resource use, planning, transportation, and a variety of problems related to the spatial organization of society.

Required geography courses for the major in Geography: Ten geography courses are required to complete the major. These include 1) an introductory course (GG 100), 2) the core sequence (GG 250, GG 310, GG 320, GG 330), 3) two seminars (from courses in the 400's), and 4) three other geography courses at least two of which must be numbered between GG 100 and GG 250.

Required cognate courses for the major in Geography: Students in consultation with their advisers will design a cognate curriculum, which must include at least one mathematics course (for example, the foundations course MA 105 would be appropriate for those with only three years of secondary school mathematics).

Departmental Honors: Students who seek to earn Honors are required to write a thesis. An Honors thesis proposal must be submitted to the department for approval prior to the term in which the thesis is to be written. If the proposed topic is approved, the student may register for GG 700. After an evaluation of the thesis, Honors are conferred or denied on the basis of 1) the grade assigned to the thesis and 2) compliance with the rules stated under Departmental Honors in the Handbook.

INTRODUCTORY COURSE

***GG 100 Geography: A Modern Synthesis** Fall, Spring

An examination of the foundations of modern geography. Emphasis is placed on the spatial organization of human society and people's relation to the environment. The geographic dimensions of current urban, national, and world problems are stressed. 3 hrs. lect., 3 hrs. lab. Open only to freshmen and sophomores. Mr. Liebowitz (Fall) Mr. Blank (Spring)

CORE COURSES

GG 250 Physical Earth Processes Fall

Study of physical processes that govern the temporal and spatial distribution of climatic, topographic, and soil resources. Emphasis is placed on ways in which human activity affects and is affected by these physical resources. Laboratory and field problems are included as an integral part of the course. 3 hrs. lect., 3 hrs. lab. Mr. Churchill

GG 310 Quantitative Methods in Geography Fall

An introduction to quantitative techniques used in studying spatial variation of environmental phenomena. Particular emphasis is placed on the geographer's use of the modern digital computer in analyzing spatial data. Topics include data collection, data description and presentation, and data use and interpretation. 3 hrs. lect., 3 hrs. lab. Mr. Blank

GG 320 Cartography and Graphics Spring

An introduction to the compilation, design, production and use of functional maps and graphics with emphasis on both the practical and theoretical aspects of analysis and cartographic representation of qualitative and quantitative spatial data. Various data sources including enumerative statistics, remote imagery, and maps are used as base for compilation of a variety of general and thematic maps e.g., outline maps, hazard risk maps, land-use maps and statistical surfaces. (GG 310 or equivalent recommended.) 2 hrs. lect., 3 hrs. lab. Mr. Churchill

GG 330 Research Methods in Geography Spring

An examination of geographic problem definition, methods of data collection, and scientific methods of problem solving. The course is an intensive writing course and employs faculty tutorials to provide close supervision of writing. 2 hrs. lect., 1 hr. tutorial. Staff

GG 400-level Seminars Fall, Spring

Seminars are to provide the advanced student with an opportunity to pursue particular research areas in depth. They require intensive writing and reading of the relevant literature. Four seminars are identified: economic, urban, physical, and topics in Soviet geography. Seminar descriptions will be provided for each registration period.

GG 411 Seminar in Economic Geography: Women in Development Spring

This course aims at understanding the effects that the development process has on women in the Third World. The course examines the impact of rural/urban and colonial/neo-colonial dichotomies on women. Emphasis is placed on trends in local food production and more generally, on women's participation—formally and informally—in the local and global labor force. Issues of interest to Western women such as violence against women, housework, sexuality, familial roles, rape, family planning, and political participation also are explored in context of the Third World. Ms. Mayer

[GG 412 Seminar in Urban Geography]

[GG 415 Seminar in Political Geography]

GG 422 Seminar in Soviet Geography: Soviet Nationalities Fall

The multinational composition of the Soviet population underscores virtually all aspects of Soviet society. The concentration of many ethnic groups into well-defined geographic units, in addition to the vastly different cultural and socioeconomic characteristics of the population, makes the Soviet multinational experience far different than the American or Canadian examples. This course will focus on the challenges of the Soviet state as it tries to reduce national differences and transfer the allegiances from the individual ethnic group to the new "Soviet person," the socialist ideal. Special attention will be given to the key role the non-Russian nationalities will play in the future economic development of the Soviet State. (GG 222 or permission.) Mr. Liebowitz

GG 450 Seminar in Physical Geography: Natural Hazards Fall

This seminar will explore the emergence, evolution, and current status of natural hazards research, with special emphasis on the role of perception and behavior in environmental management. The course will involve both critical analysis of past research and a group research project. (Junior and senior majors or permission.) Mr. Churchill

NON-CORE COURSES

GG 210 The Geography of Development Fall

An examination of development and under-

development from a geographical perspective. Topics to be discussed include problems of regional growth and inequality, the role of urbanization in development, international trade and development, regional development planning, and environmental constraints and problems. 2 hrs. lect., 1 hr. disc.
Ms. Mayer

GG 211 Economic Geography Spring
An examination of the character, evolution and distribution of economic activity, stressing the determinants of locational behavior associated with agricultural, commercial and industrial activities. Regional economies from both the more and less developed worlds will be selected for spatial analysis.
Mr. Blank

GG 212 Urban Geography: Patterns, Problems and Policies Spring
Geographical analysis of urbanism and urbanization including the structure and mechanics of the urban space-economy. Particular attention is placed on significant problems of cities in both the developed and underdeveloped world, and on policies for addressing these problems. 2 hrs. lect., 1 hr. disc.
Ms. Mayer

[GG 213 Population Geography]

GG 215 Political Geography Spring
This course examines both the political organization of space and the politics of spatial organization at three levels of analysis: international, national, and local. Issues to be analyzed include: 1) sovereignty—changes over time in its definition and recent attempts by the Laws of the Sea Conferences to reach agreement on yet another definition; 2) provision of goods and services by and within local government jurisdictions, including examination of efficiency and effectiveness of various organizational structures; and 3) representative government with emphasis on different plans of representation, representativeness of U.S. institutions, and evaluation of geographically based interest representation.
Mr. Liebowitz

GG 220 Geographical Perspectives on the Middle East Fall
This course examines the Middle East and North Africa from a geographical perspective, with emphasis on environmental and historical underpinnings of the region, traditional patterns of cultural and ecological adaptation to aridity, the changing roles of city, village, and tribe under the impact of modernization, and structures of historical and contemporary political geography. Of special importance will be the development of the colonial and contemporary space-economies of the region
Mr. Blank

GG 222 Contemporary Geography of the Soviet Union Spring
This course will concentrate on contemporary Soviet society, analyzed in its spatial context. Included in our coverage will be the administrative structure of the state; the economic organization of space, which will include an historical overview of economic policy, the laws of socialist and Soviet development and agricultural policies; and a section on the demographics of a stratified multinational society, which will address the economic and political implication of policies intended to lessen some of the recognized demographic imbalances. Three (3) one-hour lectures weekly, discussion expected.
Mr. Liebowitz

GG 230 Social Aspects of Environmental Issues Fall
This course examines the development of environmental perceptions and attitudes in the U.S. and in lower developing countries (LDCs). The course is divided into three parts: the first part deals with historical approaches and cultural responsiveness to the environment, the perception of wilderness, and the history of the conservation movement. The second part deals with specific issues including National Parks and Forests, water, energy, acid rain and toxic waste. The final part of the course focuses on environmental conservation in LDCs. Issues of war and the environment, development and underdevelopment, and population and resources are covered. Lect./disc.
Ms. Mayer

GL 252 Geomorphic Processes Spring
(See Geology listings for description.)
Mr. Churchill

[GG 253 Natural Hazards]

GG 254 Weather and Climate Fall
A systematic examination of the atmospheric processes that control weather and climate. Special attention is given to climate change, climate reconstruction, and inadvertent climate modification as the result of human activities. 3 hrs. lect., 3 hrs. lab.
Mr. Churchill

GG 500 Research in Geography
Fall, Spring
Staff

GG 700 Senior Research
Fall, Winter, Spring
Staff

*Foundations Course

GEOLOGY

Professor: Brewster Baldwin *Associate Professor:* Raymond Coish (chair) *Assistant Professors:* Peter Goreau, Lucy Harding, J. Murray Journeay

The Department of Geology provides students with an opportunity to experience the methods of science, using geologic examples. In addition, we endeavor to provide those students who may wish to pursue the field of geology with the opportunity to acquire basic knowledge and principles which will equip them for further professional training. With the Green Mountains to the east, and the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory supported inquiry of problems in all facets of earth science, especially petrology, tectonics and oceanography. Students are encouraged to develop ways of actively examining and interpreting observational data. Since Vermont is a classic area for study of mountain system evolution, one general theme of the program is to relate geologic process to the origin and evolution of global tectonic patterns integrating data from the world's oceans and continental areas. Geology majors have used their Middlebury degree as a stepping stone to graduate school in geology, to industry, to a teaching career or to careers in business, law or architecture.

The department's introductory courses include: Environmental Geology (GL 112), Evolution of the Earth (GL 152), Elements of Oceanography (GL 161), and Global Tectonics (GL 170). These introduce students to active research areas in geological science and are vehicles for acquiring the basic understanding of processes which have shaped the earth. Students can enter the program in geological science through either of these courses, and may then concentrate in these or other areas depending on where their interests develop. GL 170 and GL 152 have been designated Foundations courses. GL 104 is a Foundations course designed for nonmajors.

Students are expected to have completed at least one of the four introductory level courses before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced courses (200 and 300 series) and less formal seminars (400 series) designed to encourage independent study of specific topics. No specific course (except senior research) is required. However, Bedrock Geology of Vermont (GL 201) and Mineralogy (GL 211) are strongly recommended for students majoring in geology. Work in the geologic sciences culminates in a two-unit senior thesis that consists of an original contribution based on field and/or laboratory investigations by the student. There is a great deal of flexibility in programs possible in earth science.

Requirements for the Geology Major: The program for a geology major shall consist of 11 courses within the department. These must include a 400-level course and 2 units of senior research-thesis, and may include no more than 2 courses at the introductory level. Interdisciplinary concentration is encouraged, and a maximum of 3 nonintroductory level courses in cognate sciences may be counted toward the 11-course requirement for the major.

Students planning to major in geology are required to complete four courses, (not all in one department) in the cognate sciences of biology, chemistry, mathematics and computer science, and physics. Graduate schools require additional cognates. Students should consult with their advisers for selection of specific courses.

Departmental Honors in Geology are given only for outstanding contributions in original research, and are in no way related to grades in courses, etc., except within the guidelines of the *College Handbook.*

GL 101 National Parks Fall

Geologic principles and processes are illustrated by sedimentary strata, volcanoes, glaciers, and other features of our National Parks. One concern of the course, developed mostly in class, is the geologic evolution of western North America, as illustrated by the geology of a number of national parks. The second concern will be the focus of papers on the history, goals, and philosophy of maintaining a national park—how do we maintain the natural wilderness features while encouraging public access? Should mineral resources be developed in or next to national parks? This course is designed to meet the freshman writing requirement.

Mr. Baldwin

***GL 104 Earthquakes and Volcanoes** Spring

Why did Mount St. Helens erupt? When will the

next great earthquake occur in California? Designed for non-majors, this course deals with the two greatest natural hazards. Topics include recent case histories, the plate tectonic causes for volcanic eruptions and earthquakes, and the art and science of forecasting natural disasters. The course also will explore the rapid evolution of scientific ideas that have led to a coherent theory on all geological processes affecting the planet Earth. 3 hrs. lect.
Mr. Coish

GL 112 Environmental Geology Spring
Geologic processes affect society and must be considered when making environmental decisions. This course uses discussion, lecture, lab and field format to introduce and come to a consensus on problems relating to soil erosion, ground and surface water, supply contamination of soils and water, floods, subsidence, landslides, earthquakes, volcanism, coastal erosion and energy sources. Six indoor labs study groundwater and environmental planning. Six field labs map the Bristol delta, the Weybridge Slump and part of Chipman Hill. 3 hrs. lect. and disc., 3 hrs. lab/field trips.
Ms. Harding

***GL 152 Evolution of the Earth** Spring
The geologic record provides a sense of time that goes far beyond human experience. We know of landslides and other catastrophic events. Yet, ocean basins open at the rate a fingernail grows; other geologic processes are even slower. How has order been made from the rocks formed during eons of geologictime? How fast are mountains formed—and then eroded? How do we date rocks in order to answer these questions? What changes have there been in our growing comprehension of the geologic record? Laboratory: study of invertebrate fossils; problems in analysis of the sedimentary record through time; field problems. 3 hrs. lect., 3 hrs. lab./field trips. Mr. Journeay

GL 161 Elements of Oceanography Fall
Oceanographic exploration introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to address contemporary problems. Techniques of data collection are taught aboard the College's research craft, as part of continuing research on the evolution of Lake Champlain. 3 hrs. lect., 3 hrs. lab./field trips.
Staff

***GL 170 Global Tectonics** Fall
Sea-floor spreading and continental drift, origin and evolution of mountain systems, and concepts of plate tectonics viewed in light of recent advances in the geology and geophysics of ocean basins and continents. Laboratory: field problems in Vermont geology; interpretation of geologic maps, regional tectonic synthesis. 3 hrs. lect., 3 hrs. lab./field trips.
Mr. Coish

GL 201 Bedrock Geology of Vermont Fall
A course designed to introduce students to the fascinating geology of New England. Six field problems (combining class and lab time) to local areas are supported by lectures on classification and meaning of rocks. Emphasis on descriptive writing and on use of data to interpret origin of rocks. Last few labs are an introduction to fossils. Culminates in a written report on the geological evolution of Vermont. 3 hrs. lect., 3 hrs. lab/field trips. (An introductory geology course.) Ms. Harding

GL 204 Marine Resources and Management of the Coastal Zone Spring
An interdisciplinary introduction to the wide range of policy issues surrounding human use of the coastal zone. Discussions will focus on a spectrum of topics including the physical, geological, and ecological processes characteristic of shoreland areas, the variety of human activities placing demands on the coastal resource base, the incidence and magnitude of adverse effects on ecological and amenity values, the history and institutional setting of coastal decision making, recent legislative and critical policy issues. (No prerequisites.) 3 hrs. lect./disc. Staff

GL 211 Mineralogy Fall
A course in the nature, identification, composition, and meaning of minerals and mineral assemblages. Introduction to crystallography, optical mineralogy, X-ray analysis and electron microprobe analysis. Laboratory: study of minerals in hand specimen and thin section; use of X-ray diffraction and electron microprobe in mineral analysis. 3 hrs. lect., 3 hrs. lab. (An introductory geology course.) Mr. Coish

GL 222 Natural Resources of South Africa Spring
This course explores South Africa's diverse mineral production. Economic geology, on which the political structure of the country is built, includes deposits of gold, diamonds, platinum, chromite, and coal. The origin and production of these different kinds of mineral resources will be discussed. In addition, some geologically ancient rocks in Swaziland give an insight into the early history of the earth and early one-celled life. Permian fossil plants and vertebrates, and glacial deposits, are common to other continents of the southern hemisphere; this has long been used as strong evidence for break-up of a mega-continent, and continental drift. Students will write papers related to South Africa's resources. Mr. Baldwin

GL 252 Geomorphic Processes Spring
An investigation of landforms and superficial deposits in terms of processes (weathering, mass

wasting, erosion, transportation and deposition) and geologic agents (running water, glacial ice, shorezone currents, wind, and man). Field and laboratory work will be directed to a reconnaissance of the glacial and post-glacial history of west-central Vermont. 3 hrs. lect., 3 hrs. lab. (GL 112, or GL 161, or GL 170, or permission.) Mr. Churchill

GL 321 Sedimentary Rocks Fall

An overview of the tools used in determining plate tectonic settings of sedimentary rocks. Lectures cover depositional systems and facies relationships, stratigraphic principles, origin of sedimentary structures and textures. Labs include methods in sedimentary basin analysis, sedimentary petrology and fossils. 3 hrs. lect., 3 hrs. lab. (One geology course.) Ms. Harding

GL 322 Igneous Petrology Spring

An inquiry into the origins, tectonic settings, and evolutions of magmas, utilizing field data, mineralogy, phase equilibria, and geochemistry of the igneous rocks. Laboratory will include field studies in Vermont and adjacent New York as well as extensive thin section studies of rock suites chosen to illustrate the varied petrogeneses of igneous rocks. 3 hrs. lect., 3 hrs. lab. (GL 211.)
Mr. Coish

GL 332 Metamorphic Petrology Spring

An analysis of metamorphism based upon the mineralogy, mineral assemblages, and textures of metamorphic rocks. Discussions will characterize the progressive metamorphism of sedimentary and igneous rocks. Emphasis will be placed on the interpretation of metamorphic processes in terms of tectonic environment. The use of metamorphic histories to understand tectonic events will also be discussed. 3 hrs. lect., 3 hrs. lab. (GL 211.)
Mr. Journeay

GL 342 Marine Geology Spring

The oceans cover over 70% of the Earth's surface, but only in the last few decades has extensive investigation of the geology of the Earth beneath the sea been possible. This course will present the results of these continuing investigations. Although the whole field of marine geology will be reviewed, the emphasis will be on marine sediments and sedimentary processes, and the historical geology of the oceans. Laboratory: synthesis of geological and geophysical data concerning a selected region of the ocean, with special emphasis on the results of the Deep Sea Drilling Project. 3 hrs. lect., 3 hrs. lab. (GL 161, or GL 170.) Staff

GL 381 Structural Geology Fall

The behavior of earth materials in a dynamic earth. Geometric and kinematic analysis of deformed rocks. Regional tectonic setting of earth structures. Laboratory: detailed mapping and interpretation of complex structures in selected field locations: quantitative analysis and interpretation of deformation as seen on maps and aerial photographs: stereographic analysis of complex fabrics from varied local field areas. 3 hrs. lect., 3 hrs. lab./field trips. (A geology course or permission.)
Mr. Journeay

GL 382 Geophysics Spring

An introduction to the physical nature of the Earth from two perspectives: i) Whole-Earth Geophysics: the large-scale properties of the planet, including formation, structure, gravity, orbital properties, and seismology, and ii) Geophysical Exploration: acquisition and interpretation of geophysical data derived from surface and satellite-based observation. 3 hrs. lect. (PH 109 or permission.)
Staff

GL 401–404 Seminars

These seminars provide experience at an advanced level in such areas as field techniques, laboratory techniques, geologic literature and geologic writing. Each course meets once a week and focuses on some aspect of geologic research. *A research seminar is required of all geology majors in their junior or senior year.* The seminars are open to others by permission.

GL 401 Stratigraphy and Tectonics Fall

A seminar focusing on petrologic, field, and literature study of sediments and structures of the Champlain Valley area. Topics include depositional environments of Cambro-Ordovician carbonate platform, timing and significance of the Champlain Thrust, evolution of the Green Mountain Front, the Taconic Orogeny, and the buoyancy of the Adirondack Mountains. (Permission.)
Ms. Harding

[GL 402 Geochemistry]

GL 403 Mountain Systems—Structural and Thermal Evolution Fall

A seminar/field research course which focuses on the internal geometries, mechanics, kinematics and thermal histories of mountain systems. Emphasis will be on current problems related to the origin of the Adirondack and Green Mountains. (Permission.) Mr. Journeay

GL 404 Modern Processes Fall

The present as a key to the past, and the past as a key to the present. An advanced seminar on modern processes and the nature of change in the geological environment. Work includes field, laboratory and library research. (Permission.)
Staff

GL 500 Readings and Research Fall, Spring

Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. Staff

GL 700 Senior Research

A two-unit senior program dedicated to original research in geological science resulting in a written thesis which must be orally defended. Staff

GL 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring Staff

*Foundations Course

GERMAN

Professors: Thomas Huber (at Middlebury in Mainz), Kimberly Sparks (chair), Van Horn Vail *Instructor:* Helmut Liebel *Lecturer:* Constance Kenna *Assistant:* Ulrich Frieling

Departmental students are normally expected to take eight courses above the 200 level. Since all higher-level courses are conducted in German, completion of German 202 or its equivalent is prerequisite for acceptance into the department. The department reserves the right to administer a placement test in order to determine the course with which a student should begin study of German at Middlebury. Credit for Advanced Placement is only given for the top two scores, a high score on the departmental placement test and a placement conference with the student. The department expects that all majors will have had at least one semester in a German-speaking country by the time they graduate. Junior majors will normally spend one or two semesters at the Johannes Gutenberg-Universität in Mainz.

Prerequisites for Study Abroad: For the program in Mainz at least two courses above GN 202. Students must have junior standing by the time they begin their studies abroad. General Programs Abroad Committee guidelines apply.

There is no comprehensive examination in the senior year, but students returning from Mainz are expected to take a German course each semester.

Honors: To be a candidate for honors, a student must have an average of at least B– in German. Honors work is normally done during a student's last semester at Middlebury. Students have the option of doing either an independent thesis or a project.

GN 101 Elementary German Fall

The course consists of three lectures, three drills and laboratory. The lectures pre-drill the student, i.e., students are guided through the exercises they are to prepare for the following day's drill. *Drills:* drilling is done in groups of about ten students. Since they have been through the exercises in lecture, students are expected to display absolute and automatic control of drill assignments. Students take continuing German as their winter term course. Staff

GN 102 Elementary German Spring

Course format as GN 101. Upon completion of German grammar reading materials and audio-visual materials will be introduced. (GN 101 plus winter term continuing German or equivalent.) Staff

GN 201 Intermediate German Fall

The course meets three hours a week in sections of about ten students. It begins with comprehensive grammar review; this is followed by a phase in which literary texts are used as a basis for further language instruction and for the acceleration of reading speed. In the final phase, progress in the language is supplemented by textual interpretation. (GN 102 or equivalent.) Staff

GN 202 Advanced German Spring

Course-format as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. Staff

(Prerequisite for all 300-level courses and higher is GN 202 or the equivalent.)

[GN 303 Stylistics]

[GN 305 The German Novelle I]

GN 306 The German Novelle II Fall

This course will follow one genre, the Novelle, as it evolves through a century and a half of German writing. The aim of the course is to acquaint the student with the development of a form through several literary periods and with the companion critical concepts which serve it. Readings will range from Goethe to Hauptmann Mr. Vail

GN 307 The German Novelle III Spring

Modern German short stories and Novellen, written between the late 1940's and the present, will

be analyzed to trace the concerns, preoccupations, themes and literary styles of contemporary German authors. Mr. Vail

[GN 310 German in Its Cultural Contexts]

GN 316 Berlin East and West Fall

As the divided city of Berlin celebrates its 750th anniversary, students in the course will study the city's history, culture, society, economy and politics. Special attention will be paid to divergent developments in East and West Berlin since World War II and the role the city has played in the arena of East–West relations. All readings, discussions and papers will be in German. Focus will be on vocabulary acquisition in a regional context.

Ms. Kenna

GN 321 Business German and German Business Spring

A systematic introduction to the special vocabulary and language patterns used in doing business today in German-speaking countries. The course begins with an overview of the German economy since World War II and includes a discussion of the types, structures and practices of large corporations and small businesses. Emphasis will be on practical examples and oral and written exercises. (One German course above GN 202.)

Ms. Kenna

[GN 341 Modern German Drama]

GN 351 German Drama in the Eighteenth Century Fall

Using exemplary plays of the 18th century students analyze the beginning of modern German drama with the focus on structure and dramatic forms. The development of a new image of men and women during the period will be traced through detailed analyses of selected passages from the plays listed. In the course of this analysis, students are expected to acquire basic skills of critical work with plays. Plays to be read and discussed include: Gotthold Ephraim Lessing, *Nathan der Weise*; Friedrich Maximilian Klinger, *Die Zwillinge*; Friedrich von Schiller, *Maria Stuart* and Johann Wolfgang von Goethe, *Iphigenie auf Tauris*. Mr. Liebel

[GN 401 Emergence of German as a Literary Language]

[GN 402 Establishment of German as a Literary Language]

[GN 406 Romanticism]

GN 410 German Lyric Poetry Fall

An introduction to the history and interpretation of German poetry. The first half of the course examines the poetic treatment of such grand preoccupations as Love, Hope, Death and Disease by juxtaposing poems drawn from the Baroque to the present. The last half of the course deals with modern movements and trends such as Dada, Expressionism, *Konkrete Lyrik* and Stochastic poetry. A short critical essay will be read each week. Several short exercises and one major paper. (A 300- or 400-level literature course in German.)

Mr. Sparks

[GN 414 Modern German Historical Fiction]

[GN 418 Theodor Fontane: Stories of Love and Society]

GN 430 Vienna—Culture and Literature Spring

The importance of Vienna as fact and image in the arts will be investigated by close readings of prose texts by Grillparzer, Schnitzler and Hofmannsthal. Visual rendering will include the films *The Third Man*, *Young Freud*, and *Kottan ermittelt*. Other topics of discussion will be: Klimt and Schiele, Freud's introductory lectures on psychoanalysis, cabaret by Qualtinger, Kreisler and others, the "Wiener Lied," etc. (Two upper-level courses or equivalent.) Mr. Sparks

[GN 431 Berlin—Culture and Literature]

GN 500 Independent Study

GN 800 Honors Project

See also Division of Foreign Languages.

HISTORY

Professors: Travis Jacobs (chair), Nicholas Clifford, Marjorie Lamberti, John McCardell, John Spencer, Pardon Tillinghast *Associate Professor:* David Macey (on leave all year) *Assistant Professors:* Barbara Bellows, Elizabeth Dore, Paul Monod, Don Wyatt *Visiting Assistant Professors:* Susan Gray, Richard King

The Department of History seeks to teach students to think and express themselves clearly and to ask the right questions of themselves and the world around them. It believes, therefore, that training in research, critical analysis, and writing is extremely important. Many majors attend professional schools, especially in law, business, and international relations; several majors each year receive either an elementary or a secondary school Teaching Certificate while at Middlebury.

The department offers two Foundations courses (HI 103 and HI 104), and it offers broad geographic coverage, including courses in African, East Asian, Latin America, Middle Eastern, and Russian History, as well as courses in American and Early and Modern European History.

The History major combines an introduction to several areas of historical knowledge with intensive training and practical work in historical research. The department does not require a common core of knowledge which students are expected to have before they graduate; it does believe, however, that a knowledge of different areas is necessary. Each major must take before graduation at least one course in each of the following four groups: 1) HI 103 or 104; 2) HI 203; 3) a course in European history (including Russian); 4) a course in the history of Asia, Africa, or Latin America. At least one of the courses offered toward the major must cover a period before 1800. Normally in the junior year the student will take a reading course and a research seminar, both at the HI 400 level; students going abroad may postpone the reading course but not the research seminar until senior year.

Required for all History majors: At least twelve courses (winter term senior thesis study will be counted, and one other winter term History course may be counted) including: courses in the four groups, at least one course from the period before 1800, a reading course, a research seminar and a two semester senior thesis. Students planning to spend all or part of the junior year abroad should consult with the department *before* the second semester of the sophomore year. Students interested in combining a history major with the Teacher Education Program should ensure through consultation with both the program and the department that they will have no conflicts in their schedules. With the permission of the department, up to two cognate courses in historical aspects of other disciplines many be counted for credit towards a major in history.

Joint Major: A student who is a joint major in History and another department must offer a total of at least eight courses in History chosen in consultation with a faculty adviser. Cognates are not allowed. A student must offer at least one course in two of the three subfields, and one course must cover the period before 1800. Ultimately the choice of courses should depend upon the need for the student's program to achieve an intellectual coherence and integrity. Joint majors must take both a reading and a writing seminar or equivalent (HI 500) and must complete a two-term thesis combining the skills of both major disciplines. The department believes that in many cases the requirements of a double major are only a little more difficult to fulfill and can prove much more intellectually satisfying.

Honors: A student must have at least a B average in History Department courses and must have an oral examination on the senior thesis, HI 700 and receive at least a grade of B+.

International Major: At least four courses, including the Research Seminar (spring term) and course(s) on the country of study; normally four courses in history at a Middlebury School Abroad or an approved equivalent; two-semester thesis (in English), plus an advanced course in the language department. Minimum of ten courses.

HI 100–399 Lecture Courses

These courses generally meet for two one-hour lectures and a one-hour discussion section (12–18 students) each week; in addition to examinations, these courses require a formal paper or its equivalent.

HI 401–419 Readings Courses

Unlike the courses below the 400 level, which are primarily lecture courses, the readings courses are smaller group discussions of particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority. (Required of history majors before completion of junior year. Note that normally HI 500 cannot be used to fulfill the readings course requirement.)

HI 420–429 Research Seminars

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course the student writes a long paper on a subject of his choosing in consultation with the instructor. The research seminar is required of majors in their junior year and is open to others by permission. The department may permit a student to write an equivalent research paper in a field not covered by the research seminars, in order to fulfill this requirement; in this case he should register for HI 500. HI 500 projects in American history need permission to fulfill the research seminar requirement.

HI 700 Senior Independent Study Fall, Winter, Spring

All senior history majors will write a two-semester thesis under an adviser in the area of their choosing. The department encourages students to do their theses during the fall and winter terms. Further information on the nature of the thesis is available from the department. Staff

HI 705 Teaching Assistantship Fall, Spring

Teaching assistance in discussion sections of certain lecture courses. Permission of the course instructor is required.

FOUNDATIONS COURSES

***HI 103 Individuals and Organizations** Fall

A consideration of four situations in two-week blocks, where an individual or a group challenged an aspect of prevailing mores. Stress will be placed on how to use primary materials. The four blocks will be interspersed with readings that discuss the problem of just what kind of an intellectual activity history is. The course is not intended to prove any theory so much as to open students' minds to how people behaved, in specific situations, during the medieval and early modern periods in European history. No seniors will be permitted in the course. There will be one section, limited to 15 students, that will fulfill the freshman writing requirement. Mr. Tillinghast and Staff

[*HI 104 Modern Revolutions]
Offered in 1988–1989.

FRESHMAN SEMINARS (HI 110)

In the spring of 1988, the History Department is offering the following seminars for freshmen. The maximum enrollment in each seminar is 15 students.

HI 110A A Comparative Social History of Nazi Germany and Fascist Italy Spring

Social historians since 1970 have produced a plethora of empirical studies of particular social classes and interest groups and ordinary men and women in Hitler's Germany and Mussolini's Italy and have challenged earlier generalizations about the mobilization of mass movements and social life under both dictators. Reading a selection of this new historical scholarship, the class will study the rise of the Fascist and Nazi movements in relation to the social and political situation in each country. What kinds of people, and for what specific reasons, were drawn to the cadres and the electorate of both movements? What subcultures proved to be relatively resistant? How far did both dictatorships, once established, bring about a transformation of social and political values? Did their impact on the social and economic structure turn out to be revolutionary and modernizing or reactionary and anti-modernist? Miss Lamberti

HI 110B Women in English Society, 1500 to the Present Spring

To understand modern history, we must understand the role of women. Their position in England, as elsewhere, was neither static nor passive. Their economic importance declined with the growth of capitalism, and they later provided the human raw material for early industrialization. After 1850, however, their legal and social status began to improve. Women also made significant contributions to every major religious and political movement, from the Reformation and the Civil wars of the 1640's to Toryism, Methodism, evangelicalism, Chartism and socialism. Above all, they published literature about the condition of their sex. English society provides an unrivalled panorama of female experience, from exploitation and degradation to liberation and equality. This course satisfies the freshman writing requirement. Mr. Monod

HI 110C Revolutions in the Modern World Spring

This course will be a comparative analysis of several major revolutions that have shaped the modern world, including the French, Russian, Chinese, and Iranian revolutions. In addition to examining the origins, processes, and consequences of these revolutions, the course will attempt to evaluate several influential theories of revolution in light of the specific historical experiences under consideration. Mr. King

HI 110D The Novel as History Spring

Historians use many kinds of sources as they seek to answer questions about the past. Some are written, some (like machines or buildings) are not; all are historical artifacts that can broaden our view of the past if we know enough to ask the right questions of them. This seminar will look at a variety of novels of the 19th and 20th centuries and will explore what kinds of questions we can legitimately ask them and what they can tell us about the society they purport to describe and the society that produced them. Mr. Clifford

HI 110E Contact and Conflict Between China and the West Spring

This course will broadly examine the history of intercultural relations between China and the West. We will trace the historical course of relations between these two different cultures from its earliest stage of vague mutual awareness to the age of imperialist confrontation to the current era of cultural exchange and joint economic ventures. Among the many issues to be considered are dissimilar views toward diplomacy, trade, modernization, and the idea of "culture" itself. The course will conclude

with a consideration of the history of contact and conflict as a basis for predicting the nature of relations in the future. Mr. Wyatt

HI 110F Central America: The Struggle for Change Spring

This seminar will examine the historical transformation in Central America from the early 19th century to the present. Students will study the post-independence attempts to forge a single country in Central America, U.S. intervention in the region, the consolidation of despotic regimes, and the nationalist, populace, and revolutionary struggles that have swept the region. The seminar will focus on how national and international events have affected the lives of people from different sectors of the population in each historical period. Ms. Dore

LECTURE COURSES

HI 203 United States History, 1492–1861 Fall

A survey of American history from Old World origins to the Civil War. The coverage will be thematic and topical, with emphasis upon selected political, social, and intellectual developments. (One section of this course, limited to 15 students, will fulfill the freshman writing requirement.) Students receiving AP credit in American history may take HI 203 for credit. There will be one section, limited to 15 students, that will fulfill the freshman writing requirement. Mr. McCardell and Staff

HI 204 United States History, 1861–1945 Spring

A survey of American history from the Civil War to the present, with special attention to the impact of industrialism upon social, political, and intellectual activity. A continuation of HI 203, but an independent course; there are no prerequisites. Students with AP credit in American history may *not* take HI 204 for credit. Ms. Bellows and Staff

[HI 214 Society and Culture in Western Europe, 1500–1800]

HI 215 History of Modern Europe, 1800–1900 Fall

A social and cultural history of Europe in the 19th century emphasizing the manifold changes that are called "modernization." The political upheavals, class conflicts, and ideologies of the age will be studied in the wide context of society undergoing transformation. Going beyond the ruling elites and the middle class, the course examines also the inarticulate common people, the culture of the rural peasant family and the lives of urban working-class men and women. Miss Lamberti

HI 216 History of Modern Europe, 1900–1968 Spring

A study of Europe in the 20th century concentrating on the origins and the impact of the First World War, the rise of fascist movements and the Nazi dictatorship, the Bolsheviks in power and the triumph of Stalinism, the outbreak of the Second World War, the effects of the peace settlement and the coming of the cold war, and Europe's economic recovery from the devastations of war and quest for unity. Miss Lamberti

[HI 225 The Foundations of Modern Africa]
Offered in 1988–89.

HI 226 Modern Africa Fall

Beginning with the European powers' scramble for African territory in the last quarter of the 19th century, this course analyzes the evolution and behavior of nation-states in sub-Saharan Africa, with particular emphasis on the post-1960 years of independence. Mr. Spencer

HI 235 Modern East Asia: 1750–1912 Fall

The course will examine the histories of China and Japan during the period in which the traditional societies of those countries under the Ch'ing dynasty and the Tokugawa shogunate first came into contact with a dynamic western expansion which the old institutions could not comprehend. The course will conclude with the republican revolution in China and the Meiji restoration in Japan. Mr. Clifford

HI 236 Modern East Asia: 1912–1976 Spring

The course will examine the divergent yet closely related experiences of China and Japan in the twentieth century: the disintegration of traditional Chinese society and politics with the fall of the empire, and the attempts at reintegration through revolution, as well as Japan's accomplishments in modernization, her disastrous invasion of China and her recovery since the war. HI 235, while helpful, is not a prerequisite to this course. Mr. Clifford

HI 238 Modern Middle East History Spring

An introduction to the history of the Middle East with an emphasis on the evolution of the Arab-Israeli confrontation. The course examines first the roots of the conflict in the Jewish diaspora, in the emergence of Islam and in the European intrusion into the Middle East. During the second half of the semester, the focus is on developments in the Middle East from the post-World War II period until today. Mr. Spencer

HI 247 Russian History to the Great Reforms Spring

The single most important characteristic of Russian history has been the role of the state and its ruler, the "Emperor of All the Russias." This introductory course will focus on the origin and development of the centralized Russian state and its autocratic system of government, and the relationship between these processes and the evolution of particular social groups. It will be organized topically around a series of specific problems including: Was there a Kievan State? the rise of Muscovy; the subordination of noble and peasant; Orthodoxy, nationalism and the West; modernization and the rise of the "state" concept; enlightened absolutism or noble ascendancy; who is the opposition: bureaucracy or intelligentsia; the cursed question: how to emancipate the peasant; the nature of Russia under the Old Regime. Mr. King

HI 248 Russian History from the Great Reforms to the Present Fall

A study of the social, economic, and political courses and consequences of the Russian Revolutions of 1905 and February and October 1917 as a basis for understanding the dilemmas of the Soviet system. The course will be divided equally between pre- and post-revolutionary periods with a final segment on the nature of contemporary Soviet society. Mr. King

HI 285 Colonial Latin American History Fall

This course is a general survey of colonial Latin American history, with emphasis on the Viceroyalty of Peru (Spanish-speaking South America). Particular attention is given to the following themes: 1) the transformation of indigenous communities, 2) the expansion and characteristics of the hacienda, 3) the dynamics of the mining sector and its influence on the social and economic development of the region, and 4) the nature of the independent movements. Ms. Dore

HI 286 Modern Latin American History Spring

This survey course covers 19th and 20th century Latin American history with emphasis on Spanish speaking South America and Central America. The course focuses on: 1) the effect of the wars and of independence on the social and economic structures of the region, 2) the barriers to the transition from forced to free labor systems, 3) the relationship between landed and industrial elites, 4) the nature of the state and its role in national economic development, 5) the experience of nationalist, populist and authoritarian movements, and 6) the economic and social crisis of the 1970's–1980's. Ms. Dore

HI 331 Imperial China Fall

The history of China from her cultural beginnings up to the conflicts with the West in the 1840s. Special attention will be directed toward the social, institutional and intellectual events such as dynastic succession and bureaucratic centralization that were key constituents shaping China's traditional period of development. Mr. Wyatt

[HI 332 Modern China]

HI 333 Chinese Intellectual History Spring

A survey of the dominant intellectual trends in China from the competing schools of the 5th century B.C. to the adoption and adaptation of Marxist thought. Major early alternatives to Confucian ideology (such as Taoism, Mohism, and Legalism) will be stressed. Individuals and their ideas will be discussed with specific reference to their historical contexts and implications. Mr. Wyatt

[HI 335 Traditional Japan]

HI 336 Modern Japan Fall

The emergence of Japan as a modern nation, the social dimensions of industrialization, political opposition and party conflict, the expansion and decline of the Japanese colonial empire, and the remarkable economic advance on the world market following World War II. Mr. Wyatt

HI 339 History of Southern Africa Spring

Few parts of the world today are as volatile as Southern Africa. The aim of this course is to give students an understanding of the origins and development of the explosive situation there through an historical examination of its unique mix of cultural, economic, political and social factors. The period covered is from before the arrival of the Europeans to today. Mr. Spencer

HI 341 The Civilization of the Dark Ages Winter

Western Europe from the 5th to the 11th centuries. This was a barbaric world, shot through with memories of former grandeur, but with little to hope for from the future. In view of this outlook, its achievements were astonishing. This course will be offered during winter term 1988. Mr. Tillinghast

HI 342 The Medieval Outlook, 1050–1300 Spring

During the 11th century, something happened to the peoples in Western Europe: an outburst of energy in every field transformed them within 200 years from semi-barbarians into members of an alert and driving group of cultures. Then the ad-

vances began to slow down. The course will try to find out why. Mr. Tillinghast

[HI 343 Europe in the Renaissance]
Offered in 1988–89.

[HI 344 The Reformation]
Offered in 1988–89.

[HI 346 History of France, 1750–1940]

HI 349 History of Germany from 1648 to the Twentieth Century Fall

The course begins with the rise of the Hohenzollerns and the expansion of Brandenburg-Prussia in the 17th and 18th centuries. It covers the movement of national unification from the revolution of 1848 to the founding of the German Empire. The study of Imperial Germany gives particular attention to the social and political strains and conflicts generated by the attempt to combine a dynamic industrial society with political authoritarianism and the power and privilege of traditional elites and to Germany's bid for world power leading to the outbreak of the First World War.
Miss Lamberti

HI 353 British History, 1603–1815 Fall

The medieval pattern of English society disintegrated in the seventeenth century. The unity of the English Church, the relationship between Crown and Parliament, even the social hierarchy, were threatened by new developments. After generations of civil war, revolution, and party strife, the eighteenth century saw the establishment of an oligarchial but more flexible order, able to withstand the challenges of radicalism and the American and French Revolutions. By 1815 Britain, at the peak of its power in Europe, was already beginning to experience the tensions of industrialism. This course will concentrate on the religious, social and political aspects of these transformations.
Mr. Monod

[HI 354 British History, 1815–1979]
Offered in 1988–89.

HI 361 Colonial America Fall

This course will cover the period from the first settlements to 1763 and will focus upon the efforts to transplant European institutions to the New World and the evolution of the American culture. Special emphasis will be placed upon colonial religion and social structure (especially the New England community and family), origins of Southern slavery, conflicts over political authority and the early developments in republican and Revolutionary ideology. Ms. Gray

HI 362 Revolutionary America, 1763–1800 Spring

A study of the origins, progress, and significance of the American Revolution, emphasizing the disruption of the balance of empire, the ideology of revolution, the framing of new governments, and the first decade of nationhood under the Constitution. Ms. Gray

[HI 363 Jeffersonian and Jacksonian America, 1800–1848]

HI 364 Civil War and Reconstruction, 1845–1890 Fall

A close study of the impact of sectional conflict on American political, social, economic, and intellectual life. The course will emphasize and attempt to explain both the transforming nature of the war and the limits of reconstruction.
Ms. Bellows

[HI 365 Victorian America: 1877–1919]

[HI 366 The American Frontier, 1789–1892]

HI 367 Twentieth Century America, 1920–1948 Fall

A study of the political and social history of the United States since the First World War, concentrating on the 1920s, the Great Depression, the New Deal, the coming of World War Two, and the impact of war on American domestic and foreign affairs in the 1940s and the emerging Cold War.
Mr. Jacobs

HI 368 Twentieth Century America, 1948–Present Spring

A study of the political and social history of the postwar United States, concentrating on the impact of the Cold War, the Korean conflict and McCarthyism on Truman's Fair Deal, the 1950s, the New Frontier, the Great Society, the Vietnam War, Nixon, the Watergate scandal, the 1970s and the end of American progressivism, and the reemergence of conservatism in the 1970s and 1980s.
Mr. Jacobs

[HI 371 Black History]
Offered in 1988–89.

READING COURSES

HI 403 Major Themes in Modern European History Fall

This course will introduce students to some of the major themes in European history from the 18th

century to the present. Specific topics will be selected from among the following: the French Revolution, the Industrial Revolution, the triumph of the middle classes, the rise of political ideologies, the emergence of mass society, communism, fascism, religion, education, health, criminality, and the family, women and sex. For those students who are planning to major in European history, this course will also provide the background necessary for the future selection of research topics.

Mr. Monod

HI 404 The Soviet Union Spring

This seminar will focus on movements that have sought to change Soviet institutions during the seven decades since the October Revolution. It will examine the programs, impact, and fate of those who have sought to reinvigorate the Soviet system as well as those who have fundamentally broken with that system. Particular attention will be given to the Khrushchev era and to the problem of continuity between movements from different periods of Soviet history. Mr. King

HI 405 Readings in American History Fall, Spring

There will be two sections of this seminar, either one of which will fulfill the reading seminar requirement for the major or the concentration. Preference given to majors and concentrators; all others require permission of the instructor, and will be admitted only after all majors and concentrators have been accomodated.

HI 405A Great American Historians Fall

An examination of the changing interpretations of American history form the nineteenth century Romantic Historians to the "Consensus" and "New Left" writers of the 1950s and 1960s, with particular emphasis upon the Turner-Beard-Parrington group of Progressive historians and a few of the principal mid-twentieth century writers, including Boorstin, Donald, Hofstadter and Schlesinger. Some of the readings will focus upon changing interpretations of the Revolutionary-Constitutional-Early National Period, the Civil War, the Populist-Progressive Era, and mid-20th century America.

Ms. Gray, Mr. Jacobs

HI 405B Readings in the History of American Thought Spring

A survey of the mainstreams of American thought from the ideology of the American Revolution to the development of modern liberalism. Through careful reading of primary texts, students will consider the patterns of social, economic and political ideas, not as abstractions, but as forces influencing the course of American history. Emphasis will be placed upon the traditions from which these concepts, such as millenialism or manifest destiny, evolved and the historical milieu in which they found acceptance. Consideration will also be given to the major challenges to accepted American doctrines offered by socialists, black nationalists, and feminists. Ms. Bellows

HI 407 Readings in African History Fall

A study of colonialism in Africa based on novels and associated background readings. Authors include Chinua Achebe, Joseph Conrad, J. M. Coetzee, Nadine Gordimer, Sembene Ousman, and Ngugi wa Thiongo. Mr. Spencer

HI 409 Readings in Asian History Fall

Communism in China. An analysis of Marxism's appeal to Chinese intellectuals during the 1920s, its evolution as a mass movement in the next two decades, and its further development in China with the inauguration of the PRC. Equal emphasis will be placed on the pre- and post-1949 periods, with readings designed to help students independently to understand the nature of the political order.

Mr. Clifford

HI 411 The Historical Roots of the Central American Crisis Spring

This course analyzes the historical development of Central America from the colonial period to the present. It traces the roots of the current political and economic crisis of the region by focusing on: 1) the persistence of traditional land tenure systems, 2) the strength of the military, and 3) U.S. political and economic intervention in the region.

Ms. Dore

[HI 413 Topics in Modern European History]

[HI 415 Topics in American History]

RESEARCH SEMINARS

HI 420 Writing and Research in European History Spring

Students enrolled in this course, which emphasizes the acquisition of research, organization and writing skills, will be able to select topics from within the full range of social, economic, political and intellectual problems in modern European history. Each student will be required to produce a research paper based, as far as possible, on primary sources (in translation, where necessary).

Mr. Monod

HI 422 Writing and Research in American History Spring

The course, taught by the American history staff, emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the

American past. All students will write and submit a research paper based on primary source material. No 500 projects in American history will fulfill the research seminar requirement except with permission. Ms. Gray, Mr. Jacobs

HI 424 Writing and Research in Non-Western History: Imperialism Spring

Seminar on the impact of Western expansion on the rest of the world. Geographical areas and topics emphasized will vary, with Africa and the Middle East as the most probable foci. Mr. Spencer

HI 426 Writing and Research, East Asia Spring

Seminar is designed to familiarize the student in an interdisciplinary fashion with seminal works in East Asian history, literature, and the social sciences, while also enhancing basic research skills. Some language training is expected, as research tools to be introduced will include works in English and Chinese or Japanese. Mr. Wyatt

HI 500 Special Research Projects Fall, Spring
(Permission.)

HI 700 Senior Independent Study Fall, Winter, Spring

HI 705 Teaching Assistantship
(Permission.) Fall, Spring

*Foundations Course

INTERNATIONAL MAJOR

Advisor: Edward C. Knox (Director of the Language Schools)

This is a major in an area other than a language or literature, and includes advanced courses taken in the discipline at one of the Middlebury Schools Abroad (France, Germany, Italy, Soviet Union and Spain) or an approved equivalent. See above, *Programs with Majors* and individual department descriptions.

INTERNATIONAL POLITICS AND ECONOMICS

Co-Directors: Russell Leng (Professor of Political Science) and Michael Claudon (Professor of Economics).

The International Politics and Economics major offers an interdisciplinary approach to the study of international affairs. The course of study includes extensive course work in political science and economics with an emphasis on international issues, a year or term of overseas study in a foreign language, and senior seminar work in political science and economics. Completion of the major also satisfies the requirements for a concentration.

Requirements for the Major. **Courses preceded by an asterisk must be completed at Middlebury. Others may be satisfied during the year or term of study abroad. One statistics course is strongly advised (EC 210 or equivalent).**

A. *Four Courses in Political Science or Cognate Fields:*
Required (should be completed before the end of the sophomore year):

***PS 101 Introduction to Political Science,** *or*
***PS 107 Politics and the Studies of Politics**
***PS 201 International Politics,** *or*
***PS 311 American Foreign Policy**

Two additional courses dealing with the student's regional concentration that may be taken in political science, history, geography, anthropology, or some combination of these departments.

B. *Four Courses in Economics*

EC 150 Macroeconomics
EC 155 Microeconomics
***EC 350 Macroeconomic Theory**
***EC 355 Microeconomic Theory** (or at Nanterre)

C. *Year or Term of Study Abroad.* This requirement normally will be completed at one of the Middlebury language schools, or in the approved Chinese programs in Taiwan or Hong Kong. The program would be taken in the foreign language most appropriate to the student's regional concentration. Students in International Politics and Economics must complete their normal standard linguistic competence before going abroad. Students are encouraged to spend their entire junior year abroad whenever it is feasible.

D. *A Seminar in Political Science and a Seminar in Economics Chosen from the list below.* Majors are required to use the

foreign language studied abroad in their seminar research, and to complete projects that combine political and economic issues.

PS 404 The Global Political Economy
PS 405 Seminar on the Causes of War
PS 406 Politics and Society in Contemporary France
PS 408 Seminar on United States-Soviet Relations
[PS 412 Seminar on Diplomacy]
EC 420 Economics of Development
EC 440 International Trade
EC 445 International Finance

Honors. Students who seek Honors in International Politics and Economics may substitute thesis work for one of the required seminars. Honors candidates must submit a thesis proposal to one of the program directors prior to the term in which the thesis is to be written. If the proposal is approved, the student may register for IP 700 (Senior Thesis) for one regular term, or a regular term plus a winter term. After an oral examination of the thesis, honors are conferred or denied on the basis of the grade achieved on the thesis and the average grade received in other Middlebury courses within the major.

ITALIAN

Associate Professor: Ugo Skubikowski
Assistant Professors: Fabio Girelli-Carasi, Thomas Peterson, Patricia Zupan (on leave all year)

The Italian program at Middlebury, offered under the department of Spanish/Italian, recognizes the students' desire and need to *use* a foreign language, to make it a part of them and of their future professional life. With this practical end in mind, after two years of study, students will have a command of Italian which will enable them to make use of the language in a variety of disciplines. The two-year language sequence is therefore designed to make students eligible to participate in our School in Florence, where they will use Italian to study not only literature, but courses which include art history, political science, history, economics, linguistics and others. The School in Florence makes it possible to complete requirements for a full major, to fulfill the joint major or the international major in a variety of disciplines.

For those who prefer to remain on campus in their junior year, we offer survey courses in major literary figures, movements, and periods, and in modern culture. A Senior Seminar is offered regularly. Under special or necessary circumstances, the faculty direct independent research projects and/or tutorials.

The Major: The Italian major requires a total of not fewer than eleven units beyond IT 151–152, with no more than two from among courses taught in Italian at the 200 level (IT 251–252, IT 275), including Senior Seminar credit. All majors are expected to spend the full year at the School in Florence. To apply for the Junior Year in Florence, a student must complete IT 252. We reserve the right to require a student to attend a preliminary summer in Vermont if, in our judgment, preparation in Italian is insufficient. The academic year in Florence begins with a three-week preliminary session of intensive courses in language and civilization. After the preliminary session, full-year juniors enroll in language and literature courses at the *Sede,* and choose as many as two electives from the regular course offerings at the University of Florence. They also have the option of enrolling in one of the courses offered by Smith College, with whom we have a cooperative agreement. Juniors may enroll for both the fall and spring semesters at the Sede and audit classes at the university if they so desire. N.B. Students who enroll in the School in Florence for the full year may transfer a maximum of 7 units towards the Italian major. One semester juniors may transfer a maximum of 4 units.

Joint Major: The Italian component of a joint major will consist of at least seven units beyond IT 151–152, with no more than two from among courses taught in Italian at the 200 level (IT 251–252, IT 275), including Senior Seminar credit. A Joint Major is expected to spend one semester at the School in Florence, either during the fall or spring semester.

Senior Work: All majors are required to enroll in a course for which they will receive senior seminar credit. The requirement may be fulfilled by enrolling in either IT 750 (when offered) or in a 400-level course offered by the department for IT 750 credit. In the latter case, students must consult with their advisers to determine which course would be most ap-

propriate. Normal expectations for senior work include a research paper of no less than twenty pages.

Honors: See description under SP 705 in *Spanish* copy.

IT 151 Intensive Beginning Italian Fall

An introduction to the Italian language which provides a foundation in both spoken and written Italian. Focus on the spoken language encourages rapid mastery of the basic structures and vocabulary of contemporary Italian. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Students are required to participate in the Italian table.

Mr. Skubikowski, Mr. Girelli-Carasi, Mr. Peterson

IT 152/WT Intensive Beginning Italian Winter

A continuation of IT 151, required for enrolling IT 152.

IT 152 Intensive Beginning Italian Spring

Emphasis on increased control and proficiency in the language through audiovisual, conversational and drill methods. Short reading selections from contemporary works and discussions enlarge the student's view of Italian life and culture. (IT 151 or equivalent.) Students continue to participate in the Italian table. Mr. Skubikowski, Mr. Girelli-Carasi, Mr. Peterson

IT 251 Intermediate Italian Fall

A review of the structure and vocabulary of Italian. Conversation and compositions will be based on readings selected from contemporary Italian prose to increase fluency and naturalness. (IT 152 or equivalent.) Mr. Skubikowski, Mr. Girelli-Carasi

IT 252 Advanced Italian Spring

Readings in modern and contemporary literature and related fields, discussions and compositions illustrate the richness and complexity of the Italian language. Materials for the course include a text integrating the writing of major literary figures with a review of grammar and selected works on contemporary writers chosen to introduce the genres, themes and terms of literature. (IT 251 or equivalent.) Mr. Girelli-Carasi, Mr. Peterson

[IT 275 Self-Expression in Italian]

***IT 290 Dante (in English)** Spring

An introduction to Dante's major literary works, *La Vita Nuova (The New Life)* and the *Divine Comedy*. Close readings of the texts will seek to give students an appreciation of Dante's place in world literature. Dante's masterpieces will be also discussed in a historical and philosophical perspective, and supplementary readings will acquaint the reader with the medieval view of life and literature.

Mr. Skubikowski

[IT 298 The Italians (In English)]

[IT 350 Contemporary Italian Culture and Civilization]

IT 354 Epoche della Letteratura Italiana I: Introduzione al Periodo Moderno Fall

This course acquaints students with the major 19th and 20th century works and movements and develops the students' linguistic, critical and analytical skills. The readings will introduce literary genres within a chronological framework. Special emphasis will be placed on the skill of writing in Italian. Authors to be considered will include: Leopardi, Verga, Aleramo, Pascoli, D'Annunzio, Pirandello, Montale, Ungaretti, Vittorini, Moravia and Ginzburg. Mr. Peterson

IT 355 Epoche della Letteratura Italiana II: Introduzione al Medioevo Spring

Students will continue to develop critical and analytical skills through a careful reading of excerpts from the literary masterpieces of the Italian Middle Ages. Beginning with Dante's poetic predecessors, we will then consider late medieval prose and poetry through a selective reading of Dante, Boccaccio and Petrarch. Mr. Peterson

IT 459 Modern Italian Fiction Fall

An introduction to some of the most significant Italian novels of the 20th century, the course will focus on the interplay of the main components of fictional narrative: form, content, themes. Our goal will be to analyze the relationship between the text and the narrator using a variety of critical methodologies, from psychoanalysis to structuralism. We will concentrate on how to formulate and test our own hypotheses vis-a-vis "expert opinions." Each novel will be analyzed as an implicit essay on the writing of novels with particular attention to the distinction between involuntary and voluntary messages. Works of the following authors will be chosen: Aleramo, Fallaci, Pratolini, Calvino, Pavese, Sciascia. Critical reading from works of Booth, Gramsci, Eco, Lukacs.

Mr. Girelli-Carasi

[IT 484 Modern Italian Poetry]

IT 490 Dante in Italian Spring

Dante's youthful work, *La Vita Nuova*, will be seen in its relation to his masterpiece; discussions and readings will seek to place Dante in the con-

text of medieval attitudes toward love and politics. Close reading of the *Inferno* is intended to familiarize the student with the nuances of Dante's style, as well as to facilitate textual understanding of the first *cantica*. Mr. Skubikowski

IT 550 Independent Study Fall, Spring
The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

IT 750 Senior Seminar

See also Division of Foreign Languages.
See also MU 140 under music listings.

*Foundations Course

JAPANESE

Professor: Hiroshi Miyaji (on leave all year) *Instructor:* Linda K. Keenan *Visiting Instructor:* Mutsuko E. Simon *Assistant:* Kenichi Miura

The Japanese language program offers four levels in modern Japanese (Tokyo common/standard speech). The program is designed to help students in various disciplines acquire basic communicative skills for the achievement of their academic and career goals. At this time, the program does not offer a major. However, students may wish to major in the interdisciplinary East Asian Studies program. They should also be aware of the four levels of Japanese offered in the summer session.

LANGUAGE COURSES

JA 101 Beginning Japanese Fall
An introduction to modern Japanese (Tokyo speech that is the basis of common or standard language). Main emphasis is on the mastery of basic discourse skills and grammatical points, that is achieved through intensive oral practices and extensive use of audio-visual materials. The two *kana* syllabaries and *kanji* (characters) will be introduced as means to develop reading skills, increase vocabulary and internalize grammar.
Ms. Simon, Mr. Miura

JA 102/WT Beginning Japanese Winter
A continuation of JA 101. Staff

JA 102 Beginning Japanese Spring
A continuation of the fall and winter terms with further coverage of grammar. Oral-aural practice is emphasized to improve discourse skills. Reinforcement is achieved by reading short passages and writing compositions. The beginning Japanese courses aim at acquisition of well-balanced language skills based on the basis of understanding of the actual use of the language in Japanese sociocultural context. Ms. Keenan, Mr. Miura

JA 201 Intermediate Japanese Fall
This course is for students who have acquired a basic oral proficiency and aims to further advance communicative skills. Japanese will be used for instruction and discussion for drill sections for which students will be required to prepare in the language lab. More substantive audio, video and reading materials will be used. (JA 102 or equivalent.)
Ms. Simon, Mr. Miura

JA 202 Intermediate Japanese Spring
Continuation of JA 201. By the end of this course, students will be prepared to carry on daily conversation effectively with a sensitivity to sociocultural differences. They will be ready to begin reading materials in their field of specialization.
Ms. Simon

JA 301 Advanced Japanese Fall
The course aims at further improvement of proficiency in modern standard Japanese, both spoken and written. The class will be conducted entirely in Japanese. Oral presentation and discussion, and composition in Japanese are important components of the course. Each student is increasingly directed toward reading materials of his/her area of specialization. Audio-visual materials will be extensively used. Prerequisite: JA 202, equivalent, or placement test. Ms. Keenan, Mr. Miura

JA 302 Advanced Japanese Spring
Continuation of JA 301. Each student will engage in more specialized reading. Consolidation of discourse skills is also the goal. The class will be conducted entirely in Japanese. Practice in listening to lectures in Japanese will be given. Extensive use of audio-visual materials will continue. Prerequisite: JA 301, equivalent, or placement test.
Staff

JA 401 and 402 Advanced Reading Fall and Spring
Training in: 1) reading journalese and specialized materials, 2) speed reading; 3) use of Japanese reference materials. Pre-modern Japanese, classical and semi-classical will be introduced. Prerequisite: JA 302, equivalent, or placement test.
Staff

LITERATURE COURSES

JA 216 Traditional Japanese Literature in Translation Fall
An approach to the rich diversity of the Japanese tradition through its major literary genres. Representative works of pre-Meiji Japan will be read in translation. Particular attention will be given to

the prevailing themes of aristocratic, warrior and townsman cultures, which dominated by turn the literary and other artistic expressions of premodern Japan. Ms. Keenan

JA 220 The Novel and the Novelist in Modern Japan Spring

In a culture where "the nail that sticks out gets hammered down," where the individual tends to suppress his own feelings for the sake of group harmony, what is the place of the Japanese novelist — often a noticeably unique personality who undertakes in his works to expose quite explicitly the idiosyncracies of his innermost self? The lives, works, and themes of such major 20th-century writers as Natsume Soseki, Akutagawa Ryunosuke, Tanizaki Jun'ichiro, Kawabata Yasunari, and Oe Kenzaburo will be considered in depth, through English translations of their works and critical studies of these authors. Ms. Keenan

LINGUISTICS

Assistant Professor: Jeannine Heny

Courses offered in linguistics at Middlebury are aimed at providing students with a basic introduction to the central goal of the discipline: understanding and analyzing the phenomenon of natural language, often thought of as the most essential of human traits.

Emphasis is placed on a number of key issues: the nature of linguistic knowledge, the acquisition of language, and language use, a term which has both psychological and social implications. A student choosing linguistics courses should become familiar with these issues, and should, in the process, acquire a heightened sensitivity to language.

Students whose major falls under divisions other than Social Sciences may concentrate in linguistics; in addition, students are encouraged to combine linguistics with their other studies in areas such as psychology, sociology, philosophy and foreign languages.

***FL 201 Introduction to Linguistics** Fall

This course counts as a foundations course in the Foreign Language Division. See Division of Foreign Languages for description.

***LI 206 Thinking Linguistics** Fall

This course focuses on how to do linguistics rather than on what linguists have written. Given the raw material of language data, the linguist must decide what features of language are important. He sets up different ways of organizing the data (thus giving certain features a more or less prominent role), and seeks a general method for choosing between these. Such a general method of selecting one analysis over another is a linguistic theory. This course can be viewed as a workshop on how such choices can be made in building a theory. It forms essential background for further work in linguistics. This course counts as a Foundations course in the Social Sciences Division. Ms. Heny

LI 211 Sociolinguistics Spring

This course looks in detail at the interrelationships of language and society. Among the topics to be covered are: identification and description of dialects, language variation and social factors, standard and non-standard speech, language and sex, multi-lingual societies and creoles. Features of informal and non-standard English, as well as dialects of other languages, will be examined in class discussion and outside readings. Ms. Heny

LI 212 Psycholinguistics Fall

Do speakers and hearers unconsciously use some form of "grammar" when they plan an utterance, or when they decode the speech of others? If so, what kind of knowledge is involved, and how is it used? Perhaps more important, where does linguistic knowledge come from? How does a young child manage to acquire a linguistic system virtually as complex as an adult's? These are the main concerns of psycholinguistics, and they determine the core of topics to be covered. The course will also study related topics such as the function of the brain in language, language disorders and reading. Ms. Heny

LI 213 Bilingualism Spring

The major issues in modern linguistics have often been most clearly stated in terms of monolingual speakers, as though all humans knew and used only one language. But recent studies involving bilingual or multilingual speakers have led to a new perspective on traditional questions. It is the goal of this course to look at language from this bilingual point of view: attention will focus crucially on language acquisition in bilingual children and on second language learning in adults. Other topics will include language processing, the relationship between language and other cognitive abilities, and social aspects of bilingualism. (LI 212 or permission.) Ms. Heny

[LI 215 Historical Linguistics]

[LI 225 Sound Patterns in Language]

[LI 295 Germanic Linguistics]

[LI 301 Romance Linguistics]

[LI 312 Introduction to Historical and Comparative Linguistics]

LI 500 Independent Study
Fall, Winter, Spring

Students with sufficient background may undertake independent study in an area of special interest to them or of particular relevance to their program of study. Ms. Heny

See also Department of Psychology and *FL 201 in the Division of Foreign Languages.

*Foundations Course

PROGRAM IN LITERARY STUDIES

Acting Director: John Bertolini

The Program in Literary Studies draws upon the combined resources of the individual language and literature departments, and provides undergraduates with access to the literature curriculum as a whole; as a consequence, it enables them to achieve a broad awareness of a variety of major western literatures of different periods (in addition to the literature of China), while at the same time requiring them to demonstrate a mastery of a single body of literature (e.g., works limited to a particular language, period, or genre).

The over-all design of the program is simple. Each literary studies major is required to take a total of fifteen courses in literature during his or her four years at Middlebury College. No more than six of these courses may be taken within a single department, and no more than ten in either the humanities or Foreign Languages Division, but in general the courses may be selected from the literature of any language and of any period; they can be wide-ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major he or she will be obliged to take: (a) two courses from the list below—one generally historical, one generally theoretical in its orientation—as prerequisites for entry into the program, (b) one course at the 300-level in a foreign language (including Greek and Latin), and (c) a colloquium for majors (taught jointly by two faculty members, one from humanities and one from foreign languages), to be taken during the fall semester of the senior year. In addition, the student should be aware that, at the conclusion of an independent reading course for which he or she will be enrolled during the fall semester and winter term of the senior year, he or she will be scheduled to take a five-hour written comprehensive examination, to be followed by a one-hour oral examination in the area of specialization (as described below).

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the list of authors whose works are actually covered on the comprehensive examination in any given year is limited to twelve. These twelve authors will vary from year to year, but they will not be specified in advance.

The following current list will give the student a general sense of the range of works which it is presumed he will be prepared to discuss at some length:

Homer	Calderón	Lǔ Xùn
Aeschylus	Lope de Vegz	Gogol
Sophocles	Borges	Dostoevsky
Vergil	Molière	Tolstoy
Ovid	Baudelaire	Shakespeare
Lucretius	Proust	Milton
Dante	Goethe	Wordsworth
Boccaccio	Kafka	Joyce
Pirandello	Mann	Emerson
Cervantes	Wang Wei	Melville
Tirse de Molina	Cáo Xǔeqin	Faulkner

In addition to works by authors whose names appear on this primary list, in the course of the comprehensive examination each literary studies major will be expected to demonstrate an acquaintance with the Old and New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelation, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Marx, and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Bertolini, director of the program this year.

Beyond the two courses required for entry into the Program (which may be counted toward the major), the 300-level foreign language course, the senior year colloquium and independent reading course, and the total of fifteen courses, the general, defining requirement for the literary studies major is the comprehensive examination, the overall content of which will be known to the student at the start of the undergraduate career. But in the process of completing this *general* literature requirement, the student will also be expected

to complete a specialization in the literature of a *particular* culture (e.g., German, English, American, classical), or period (e.g., the 18th century), or genre (e.g., the novel). The specific authors and texts required for each such specialization will be determined by the Program Committee—where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. In the senior year, after the five-hour written comprehensive examination, the student will take a one-hour oral examination in the area of specialization; this examination will be administered by two faculty members, one from each division.

After completing all the specified requirements, the student will be graduated from Middlebury College as a literary studies major with a specialization, for example, in classics, or lyric poetry, or the nineteenth century. Should he or she wish to pursue graduate study, depending on the nature of his or her interests and preparation, he or she could presumably choose to do so in such fields as English or American literature, comparative literature, or a specific foreign language; in addition, he or she would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for Honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of a senior essay of thirty to forty pages to be completed during the spring semester of the senior year (this project counts as one course); a one-hour oral examination on the content and implications of this essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, one from each division.

Here, then, is an outline of the structure of the program:

Major Requirement: Total of fifteen courses (no more than ten in either division, no more than six in any one department). NOTE: Enrollment in this program serves to fulfill the concentration requirement.

(1) As prerequisites for entry into the program, two of the following courses—one from each category—as currently offered.

HISTORICAL

***CL 121**	**The Classical Tradition**	Spring
***CL 150**	**The Ancient Epic**	Fall
***RE 110**	**Foundations of Western Religious Life and Thought**	Spring
***PS 101**	**Introduction to Political Science**	Fall

THEORETICAL

[*EL 112	**Mythologies Timeless and Timely, Traditional and Contemporary]**	
[*FL 251	**Literature and Revolution]**	
[CS/LS 260	**Introduction to Literary Criticism and Analysis]**	
***FL 239**	**Structuring the Chaos**	Spring

(2) One course at the 300-level in a foreign language.

(3) At least four literature courses, but no more than six, to be taken within a single department. (Courses in language instruction may not be counted toward this requirement.)

(4) Area of specialization (by genre, period, or national literature). A one-hour oral examination, to be taken before the written comprehensive examination in the senior year, is devoted to this area of specialization. The texts required for this examination will be determined in advance by the Program Committee—where appropriate (e.g., in the case of a specialization in French literature, English literature, etc.) with the consultation of the particular department involved.

(5) Senior Colloquium for majors (open to non-majors if space is available), taught jointly by one member of the English or American literature department, and one member of a foreign language department.

(6) Senior Independent Reading Course in preparation for the comprehensive examination: fall semester and winter term. Students engaged in such preparation may choose to meet informally (or regularly) with one another, and may solicit informal faculty participation in discussions of individual texts.

(7) Comprehensive Examination (on works of Primary and Secondary Lists), to be taken at the end of the winter term of senior year. The examination will be in two parts:

(a) A five-hour written examination concerned with authors and works appearing on the Primary and Secondary readings lists.

(b) A one-hour oral examination to be administered by two examiners (one from each division) in an area of specialization (i.e., a single period, genre, or national literature).

(8) Students achieving an average grade of B+ or higher in the Program will be eligible for Honors. Honors will be awarded on the basis of a Senior Honors Essay of 30–40 pages, to be completed (for one course credit) during the spring semester of the senior year; a one-hour oral examination on the content of this essay—to be administered by two examiners, one from each division—will also be required.

The Literary Studies Program is administered by John Bertolini, who serves as chair of a Program Committee made up of representatives of each of the participating departments (one member per department). This Program Committee establishes the Primary List for the comprehensive examination; each of the participating departments will recommend for inclusion on that list the names of three major authors of three different periods. In addition, the Program Committee is responsible for determining the subsidiary lists of authors and texts required for specializations (e.g., in the novel, the sixteenth century, etc.)

[LS 260 Introduction to Literary Criticism and Analysis]
Offered in 1988–89.

LS 500 Independent Reading Course Fall
Intended for majors in Literary Studies preparing for the senior comprehensive examinations.
Mr. Bertolini

LS 700 Special Research Winter
Intended for majors in Literary Studies preparing for the senior comprehensive examinations.
Mr. Bertolini

LS 705 Senior Colloquium Fall
Reading and discussion of selected works from the Comprehensive List, intended for senior majors in Literary Studies (open to non-majors if space available). Mr. Bertolini

*Foundations Course

MATHEMATICS AND COMPUTER SCIENCE

Professors: John Emerson, Robert Martin, Michael Olinick, Bruce Peterson *Associate Professor:* Peter Andrews *Assistant Professors:* Priscilla Bremser, David Dorman, Claudia Henrion, Peter Schumer, John Thompson-Rohrlich *Instructor:* Dorothy Mammen *Visiting Instructors:* Janine Clookey, William LaGasse, Barbara Merz

The Department of Mathematics and Computer Science offers courses in a variety of areas within the mathematical sciences and computer sciences. These areas include foundations, analysis, algebra, topology, geology and graphics, applied mathematics, computer science, probability and statistics, simulation and modeling. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses offered to accommodate such applications.

Expanded course offerings in the computer sciences make study available to all students seeking an education in these areas. While the curriculum offerings serve the needs of departmental majors who choose to emphasize computer science, various courses are also suited to majors from other areas who choose to concentrate in mathematics and computer science, and to students of the liberal arts who plan to take one or two courses in the computing area.

Our programs are designed to be carefully integrated into the liberal arts traditions of Middlebury College. They serve the needs of four groups of Middlebury College students:

1. Those who are interested in mathematics and computer science, but who will not major or concentrate in a field that requires these subjects,
2. Those who need mathematics or computer science as an integral part of the chosen major or concentration,
3. Those who choose to major in the department and emphasize a traditional study of mathematics and its modern applications, and
4. Those who seek a major in the department which emphasizes computer science and integrates it into a liberal study of the mathematical sciences.

MA 103, MA 105, MA 106, and MA 127 are courses designed for students with minimal secondary school background in mathematics. Students who have completed MA 113 are strongly encouraged to enroll in 200-level courses in mathematics and computer science instead of in these courses. MA 103 is a less intensive introduction to computers than MA

213, designed for students outside the Natural Sciences Division. MA 105 and MA 106 provide introductions to discrete mathematics and statistics for students who lack the prerequisites needed for MA 200, MA 310, MA 311, or MA 315. MA 127 is an elementary course in computer simulation. NS 128 is a foundations course in cryptology that may also be of interest to our students. In addition to this group of introductory courses, the Department regularly offers a winter term course designed to provide the material, usually encountered in the high school curriculum, that is a prerequisite for the study of calculus. Students who elect this winter term course typically elect MA 112 in the following semester.

The major includes a core sequence of analysis, algebra, and discrete mathematics and computer science. Each major chooses to emphasize either mathematics and its applications or computer science and its allied areas. Each student will choose several electives, with the help of an adviser, in order best to fulfill the student's particular mathematical needs and goals.

Core Requirements for all majors: MA 113, 200, 201, 203, and 213.

Requirements for Mathematics emphasis: MA 302, 401, four electives at the 200 level or above, and MA 704 in the senior year.

Requirements for Computer Science emphasis: MA 214, MA 323, either MA 421 or MA 423, three electives at the 200 level or above, and MA 704 in the senior year.

Honors program: A student who wishes to be considered for Departmental Honors in mathematics and computer science must submit a proposed plan of study during his or her junior year. The program should meet the requirements listed above, but must also include an additional elective of an advanced nature. This elective is ordinarily at the 400 level, but certain 300 level courses may be accepted. Students should consult with their adviser as they develop a proposal for Honors study.

Advanced placement: Advanced placement is offered for freshmen whose secondary training indicates they can commonly bypass one or more of the beginning courses in mathematics or computer science. Majors typically begin their study of mathematics in MA 113 or MA 200, and their study of computer science in MA 213 or MA 214. Majors who need to begin the study of calculus with MA 112 may arrange with their adviser to use this course as one of the required electives.

Joint majors: Mathematics and computer science is frequently elected as a joint or double major with other disciplines. The mathematics component of the joint major typically requires the following courses:

MA 113, 200, 201, 203, 213
One course from MA 302, 323, 401, 421, 423
Two electives
MA 704.

A detailed plan of study leading to a joint major is developed by the student and an adviser from each of the departments involved; the plan must gain the approval of each department.

Students who wish to pursue the major and to enroll in teacher education as well should consult both the mathematics adviser and the Director of Teacher Education early in their college careers. Students who plan to pursue their studies abroad during the junior year should also plan their course of study in mathematics and computer science by the end of freshman year.

Students majoring in any discipline will obtain a substantial portion of the core curriculum in Computer Science, recommended by the Association for Computing Machinery (ACM), by enrolling in the following courses: MA 213, 214, 323, 421, 423, and either PH 222 or MA 413. Students who have taken introductory computer courses (MA 103 or MA 213) can continue their study of computing by enrolling in MA 127, 214, or 226; each of these courses is well-suited to students not majoring in mathematics and computer science.

Because of the wide variety of course offerings available at other institutions, students wishing to substitute a course from another school for any course in mathematics or computer science must seek approval from the department before registering for the course.

***MA 103 Introduction to Computers** Fall, Spring

An introduction to computers for those interested in acquiring elementary computer literacy. Exploration of both positive and negative aspects of computers in our society. Emphasis on contemporary uses of computers, especially microcomputers, in such areas as word processing, spreadsheet applications, data bases, and use of graphics. Introduction to programming in BASIC and Pascal, with

emphasis on problem solving, development of algorithms, and structured programming.
Ms. Merz, Ms. Henrion

***MA 105 Finite Mathematics: Probability, Matrices, and Programming** Spring

The course will introduce foundational and philosophical aspects of probability at a level which presumes only three years of secondary school mathematics. Topics include conditional probability, Law of Large Numbers, expected value and Markov Chains, matrix algebra and systems of linear equations. Examples from biology and the social sciences illustrate concepts and applications of probability. The course provides a foundation for the study of computer science. Elementary programming in the BASIC language will be introduced, and applied to other course topics.
Ms. Clookey

[*MA 106 Introduction to Statistical Science]

MA 112 Calculus I Fall, Spring

Introductory analytic geometry and calculus; designed for students with four years of secondary school mathematics. The differential calculus of algebraic functions and applications; the indefinite and definite integral, area under a curve, and volumes of solids of revolution. A special section of MA 112 is reserved for students with no prior introduction to these topics. Staff

MA 113 Calculus II Fall, Spring

A continuation of MA 112; may be elected by freshmen who have had an introduction to analytic geometry and calculus in secondary school. Introduction to natural logarithm and exponential functions. The calculus of the elementary transcendental functions. Techniques of integration, infinite series and Taylor's theorem, Polar coordinates, improper integrals, ordinary differential equations. (MA 112 or permission.) Staff

[MA 127 Elementary Computer Simulation]

MA 200 Linear Algebra Fall, Spring

Matrices and systems of linear equations. The vector space R^3 and other real vector spaces. Independence and dimension. Scalar products and orthogonality. Linear transformations and matrix representations. Eigenvalues and similarity. Determinants. The inverse of a matrix and Cramer's Rule. (MA 112 or permission.) Mr. Dorman

MA 201 Multivariable Calculus Fall, Spring

The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (MA 113 and MA 200 or permission. MA 200 may be taken simultaneously.) Ms. Clookey, Mr. Schumer

MA 203 Discrete Structures and Linear Algebra Spring

A continuation of MA 200; diagonalization of matrices, quadratic forms, inner product spaces, canonical forms. The Spectral Theorem, Positive Matrices, Convexity, the Cayley-Hamilton Theorem, Set Theory and the Topology of the Real Line. An introduction to graphs and combinatorics, discrete probability, counting and algorithms. (MA 200.) Mr. Peterson

***MA 213 Computer Science I** Fall, Spring

An intensive introduction to computer programming methodology, algorithm design, and data structures using Pascal. The method of structured programming is stressed throughout the course as students learn to design and implement computer-based solutions to problems in several different areas. Topics include basic control structures, files, arrays, procedures and parameters, block structures, sets, records. (MA 112 is recommended, but not required.)
Mr. Olinick, Ms. Mammen, Mr. Andrews

MA 214 Computer Science II Fall, Spring

A second course in computer science designed to expand students' programming abilities and knowledge about computers. Emphasis is placed upon the design and construction of large programs, including a significant group programming exercise. Time will be spent considering the theory and practice of using various data structures in programming applications. (MA 213.)
Mr. Thompson-Rohrlich

MA 226 Geometry and Computer Graphics Spring

The mathematical techniques for creating graphics on the computer. Topics include clipping, perspective, coordinate transformations, hidden surface algorithms, and animation. (MA 201 and at least one course in structured programming.)
Mr. Martin

***MA 227 Set Theory** Spring

This course will begin with a review of the basic facts of union, intersection and complementation of sets. We will also study functions, equivalence relations, and orderings in the context of set theory. The main effort will be the study of ordinal numbers, cardinal numbers, the axiom of choice and transfinite induction. (MA 113 or permission.)
Ms. Henrion

[MA 228 Mathematical Logic]

[MA 240 History of Mathematics]

MA 302 Abstract Algebra I Fall

Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups. Rings and ideals, integral domains and fields. The field of quotients of a domain. The ring of polynomials over a domain. Euclidean domains, principle ideal domains, unique factorization, factorization in a polynomial ring. (MA 200, or permission.) Mr. Peterson

MA 310 Probability Fall

An introduction to the concepts of probability and their applications, covering both discrete and continuous random variables. Probability spaces, elementary combinatorial analysis, densities and distributions, conditional probabilities, independence, expectation, variance, Weak Law of Large Numbers and Central Limit Theorem. Numerous applications. (MA 200.) Mr. Emerson

MA 311 Statistics Spring

An introduction to the mathematical methods of statistical inference. Topics will include: loss function, risk function, parametric and nonparametric problems, estimation, efficiency and the Neyman-Pearson Lemma. Classical tests within the normal theory such as F-test, t-test, and chi-square test will also be considered. Students preparing to take statistics should note that a linear algebra background (MA 200) is helpful in using linear statistical models. There will be some emphasis on applications to problems of other disciplines. (MA 310.) Mr. Emerson

[MA 315 Mathematical Models in the Social, Life and Management Sciences]

[MA 318 Operations Research]

[MA 321 Elementary Number Theory]

MA 323 Computer Systems and Assembly Language Programming Fall

A detailed study of the hardware and software which make up a computer system. The design and philosophy of several modern minicomputers and microcomputers will be discussed. Emphasis will be placed upon the internal structure and advanced features of the VMS operating system and the VAX minicomputer. Programming in assembly language on the VAX will be taught and used throughout the course. (MA 214.) Mr. Martin

[MA 324 Numerical Analysis]

[MA 325 Data Structures and File Processing]

[MA 326 Artificial Intelligence]

[MA 328 Advanced Topics in Cryptology]

[MA 341 Operating Systems]
Offered in 1988–89.

MA 343 Principles of Compiler Design Spring

Introduction to the design and construction of compilers and translators. Finite automata, lexical analysis, context-free grammars, top-down and bottom-up parsing, translation, code optimization, code generation, symbol tables, run-time organization, error recovery. Term project involving adding capabilities to an existing compiler for a Pascal-subset language. (MA 214.) Ms. Mammen

MA 401 Advanced Calculus Fall

An axiomatic treatment of the topology of the real line, real analysis and calculus. Topics include neighborhoods, compactness, limits, continuity, differentiation, Riemann integration and uniform convergence. (MA 210 and MA 203.) Mr. Andrews

MA 403 Abstract Algebra II Spring

A study of the theory of fields. Algebraic extensions, algebraically closed fields, finite fields, Galois theory, solvability of polynomial equations by radicals, classic constructability problems. Other topics may include the classical groups, elementary algebraic number theory of algebraic curve theory. (MA 302, or permission from the instructor.) Mr. Schumer

MA 411 Elementary Topology Fall

An introduction to the concepts of topology. Theory of sets, topology of the real line, continuous functions and homeomorphisms, compactness, connectedness, metric and function spaces, selected topics from the topology of Euclidean space. (MA 201 or permission.) Mr. Olinick

[MA 413 Ordinary Differential Equations]

MA 421 Theory of Computation Fall

An introduction to varied topics in theoretical computer science, including finite state automata, formal languages, Turing machines, and NP-completeness. (MA 214.) Mr. Andrews

[MA 423 Algorithms and Complexity]

[MA 431 Complex Analysis]

MA 500 Advanced Study Fall, Spring

Individual study for qualified students in more advanced topics in algebra, number theory, real or

complex analysis, topology. Particularly adapted for those who enter with advanced standing. (Permission.) Staff

MA 704 Senior Seminar Fall, Spring

Each student is required to complete and present a major paper on a topic chosen with the advice of a faculty member. In addition, during the academic year, each student is expected to attend a series of lectures designed to introduce and integrate areas of mathematics not covered in the previous three years. Ms. Bremser, Mr. Dorman

*Foundations Course

MUSIC

Professor: George Todd (chair) *Assistant Professors:* Susan Cook, Gregory Vitercik *Visiting Assistant Professor:* Gary Towne

Organist and Choir Director, Fletcher Professor of the Arts: Emory Fanning

The Music department offers courses in theory, history and performance. Majors are required to take MU 209–210, MU 309–310, MU 220–221, MU 306 or 307, MU 390, four upper-level elective courses plus one or two units of senior work. In addition to the curricular requirements, majors are expected to participate for four semesters in departmental ensembles: Choir, Orchestra, Early Music Group, Contemporary Music Ensemble, or other approved Chamber Ensembles.

Reading knowledge of a foreign language is required of majors concentrating in music history. German, French, or Italian is recommended though another language may be substituted with departmental approval.

Honors: Music majors will propose a Senior Project during the winter term of their junior year. These will be reviewed and approved by the department during the following spring term. The projects may be one- or two-term projects. A grade of B+ or better on the completed project will be granted Honors as follows: B+ in senior work and at least B+ in overall departmental average, which includes Senior Project grade(s), will be granted Honors. A− in senior work and at least A− overall average, High Honors. A in senior work, A in overall average, Highest Honors.

***MU 101 Introduction to Musical Styles** Fall

This course is designed to provide the broadest introduction to the experience of music. Within this broad framework, a number of musical issues and topics—technical, social, formal, theoretical—will be addressed. No attempt will be made to provide an historical interpretation of western music, although historical elements will be discussed when relevant to other issues. Western art and concert music will be the focal point, but examples from popular, folk, and non-western traditions will be presented as well. Ability to read music is not expected. Ms. Cook

***MU 105 Perspectives of Music** Spring

Perspectives of music is intended as an overview of the ways that man approaches music as a study. Lectures will deal with the perspective of not only the composer, the performer and the listener, but also the physicist, the psychologist, the anthropologist, the dramatist and the historian.

Mr. Todd, Mr. Vitercik

***MU 109 Rudiments of Music** Fall, Spring

This introduction to the materials of music assumes no prior musical experience. It provides a grounding in the principles of musical notation, melody, rhythm, and harmony, with discussion of acoustics, instruments and musical forms. Computer-assisted instruction.

Mr. Towne, Fall, Mr. Todd, Spring

MU 140 History and the Arts in the Italian Renaissance Spring

This course will cultivate personal involvement in the Italian Renaissance from 1300 to 1600, through classes in the arts and history of the period. Lectures will explore historical and literary forces which developed new expressiveness in music and other arts. Seminar papers and discussions will explore these relationships. Subjects will include Renaissance Politics, Humanism, Petrarch, Machiavelli, Leonardo da Vinci, Michelangelo, and the Italian Madrigal. Literature will be read in translation. Students from all backgrounds are welcomed. No previous knowledge is assumed.

Mr. Towne

MU 201 Music in our Time: People, Places, Decades Spring

This course will examine a number of different individuals, trends, styles and genres which together have made up musical life in this century. Topics to be covered include: the beginning of a modern music aesthetic in the work of Claude Debussy, Igor Stravinsky, Charles Ives, Arnold Schonberg, the current work of a number of living composers, the birth and first decades of Rock and Roll and the evolution and influence of American Jazz. There is no pre-requisite for this course and no assumptions are made about prior musical knowledge.

Ms. Cook

MU 205 Performance Lab Fall, Spring
Credit may be conferred for performance in faculty-supervised ensembles, one unit of such credit to accrue over three terms. At the end of each semester, certificates of credit may be issued by supervising faculty, credit to be based on attendance and quality of performance. A student may register for MU 205 during the term of completion of credit requirement, i.e., during the semester for which he earns the third certificate. No more than one certificate may be earned in any one semester. Certificates may be earned only for work during the spring and fall terms. A student may not register for both Performance Lab (MU 205) credit and Performance Class (MU 306, 307) credit in the same semester. Staff

MU 209 Theory Fall
MU 209 assumes basic notational skills (MU 109, or its equivalent) and minimal keyboard sight reading ability. The course exercises the student in the manipulation of diatonic musical materials through the study of harmony and counterpoint, including modes, triads and their inversions, melody construction and harmonization. Computer-assisted instruction in ear-training. Mr. Vitercik

MU 210 Theory Spring
Continuation of MU 209. Study of harmony in tonal music, including four-part harmonization through diminished seventh, altered sixth chords, modulation and chromatic structures, with study of musical forms, basic musical analysis and simple compositional exercises. Computer ear-training labs continued as in MU 209. Mr. Towne

MU 220 Survey of Music History Fall
A chronological survey of the history of Western music, from the earliest written music through the middle of the 18th century. It includes the music of ancient Greece, Gregorian chant, troubadour song, and music of the Middle Ages, the Renaissance and the Baroque. Among the composers discussed are Josquin Desprez, Palestrina, Vivaldi, Bach, and Handel. Analysis of the music of a given era will be supplemented by consideration of the ways in which music and other arts reflect the history and culture of their times. Ability to read music helpful, but not required. Mr. Towne

MU 221 Survey of Music History Spring
This course is the second semester of the department's two-semester history of western art music and covers the music of the preclassic age of J.S. Bach's sons through the music of our century. The approach of the course is both historical and cultural, as we'll continually try to see how music reflects its age and the concerns of the composer and the audience. Though intended as a course for serious music students, all students are welcome provided they have had some prior musical experience such as MU 101, MU 109, or have the ability to read music. MU 220 is not a prerequisite. Mr. Vitercik

MU 230 Instrumental Composition Fall
This course will focus on the fundamentals of orchestration and its application to the composition of works in various tonal and contemporary harmonic vocabularies. The models for the course will be pieces from both classical and popular literature from which students will be encouraged to develop their own styles and techniques. The ability to read music and play an instrument is assumed. Mr. Todd

MU 250 Introduction to Electroacoustic Music Fall
The underlying assumption of this introductory course is that music and technology can illuminate each other. In weekly studio, homework, and listening assignments, students will be asked to analyze and manipulate sound on the Synclavier Computer Music System, applying their acoustical discoveries to understanding musical works and to the composition of original electronic music. No computer or musical experience is assumed. MU 250 is prerequisite to MU 350, Electroacoustic Music Composition. Mr. Todd

MU 306 Performance Class Fall
This course is run as a weekly seminar in which all students perform as soloists and in ensembles and participate in discussions of topics and readings related to performing. Students will attend live events on and off campus. Staff

MU 307 Performance Class Spring
Continuation of MU 306. Staff

MU 309 Analysis Fall
The study of individual works and genres for advanced students. Analysis will be done through readings, score study and compositional exercises. (Permission.) Mr. Todd

MU 310 Analysis Spring
Continuation of MU 309. Mr. Vitercik

[MU 321 Music in the Medieval and Renaissance Periods]

[MU 322 Music in the Baroque Era]

[MU 324 Music in the Romantic Era]

[MU 325 Music in the Twentieth Century]

MU 326 American Music Spring
This course will not follow a strict historical approach to the subject, but rather a number of composers and topics will be explored in order to an-

swer the questions "what makes American music American," "what does it mean to be an American composer," and "is there an American musical experience." Among the composers and topics to be studied are William Billings, Amy Beach, Charles Ives, William Grant Still, the popular song tradition of Tin Pan Alley, and the Broadway musical. Students will also do work in the Flanders Ballad Collection and explore aspects of native Vermont music. The instructor will arrange for class attendance at a number of live musical events. The course is open to all students, and the ability to read music is not assumed, though students will be expected to undertake a number of special projects designed to expand their musical skills and abilities.
Ms. Cook

MU 330 Symphonic Literature Fall
This course will examine some of the principal genres of orchestral music—symphony and overture, program music, and ballet—in an attempt to trace both transformations within the language of music over the past two hundred years, and the special demands generated during that period by a rapidly growing and radically changing musical audience. The goal of this investigation is a better understanding of the interaction between a composer and his audience out of which musical understanding arises. No prerequisite; however the ability to read music is assumed. Mr. Vitercik

[MU 331 History of Opera]

MU 350 Electroacoustic Music Composition Spring
This course will build on the materials studied in Introduction to Music through Electroacoustics (MU 250) which is prerequisite to MU 350. Students will compose electronic and/or mixed media pieces using the College's Synclavier Digital Music System. Mr. Todd

[MU 360 Women in Music]

MU 390 Junior Seminar in Music Fall
The junior seminar provides the opportunity for students to explore a variety of topics in music in preparation for senior work. Such topics include research tools and methodologies, the disciplines of musicology and ethnomusicology, the nature of performance and critical writing. Ms. Cook

MU 500 Independent Study
(Permission.)

MU 704 Senior Work

PERFORMANCE STUDIES
Students may take Applied Music for credit or as an extracurricular activity.

Undergraduates interested in performance for academic credit see descriptions for MU 205, MU 306, MU 307.

While private study is not required for participation in ensembles, it is strongly encouraged.

Students who wish private instruction in piano (beginning and advanced), organ, harpsichord, cello, violin, viola, horn, clarinet, flute, classical guitar or voice should enroll with the department before registration. Inasmuch as spaces are limited, auditions may be required.

Contracts must be signed before lessons begin and are binding. Fees are to be paid to the Cashier's Office upon receipt of a bill at the beginning of each term. No rebate is allowed for lessons missed except in the case of injury or continued illness. Performance studies consist of one lesson weekly.

For those students accepted for private instruction, the applied fee is waived if they are enrolled in MU 306, MU 307, and 700 and 500 courses in Applied Music.

Private instruction in piano
Ms. Fanning, Ms. McClain
Private instruction in organ
Mr. Fanning
Private instruction in cello Ms. Hilger
Private instruction in harpsichord
Ms. Cook
Private instruction in violin and viola Mr. Gusakov
Private instruction in flute Ms. Jerome
Private instruction in voice
Ms. Nall, Ms. Messier
Private instruction in guitar
Mr. Geoghegan
Private instruction in horn Mr. Parshley
Private instruction in clarinet
Mr. McBride

The College will assist the student as far as possible in securing adequate instruction when not provided by the regular staff.

Music Library. The Christian A. Johnson music library contains over 15,000 records, scores, books, and a collection of chamber music. Listening facilities for records and tapes in the library are available to anyone from the college community.
Mr. McBride, Librarian

Electronic Music Studio. A well-equipped studio which includes a Synclavier II with Sample-To-Disk. Mr. Todd

Practice Facilities. Practice rooms with pianos are available for individual and group

rehearsal. Organs: Walcker (1969) mechanical action, 15 ranks; Wicks (1978) 2 ranks, and Gress-Miles (1970) 48 ranks. Application should be made to the secretary of the music department.

College Orchestra. Weekly rehearsals leading to the performance of music from all periods. Instrumentalists may arrange for an audition through the department secretary.
Mr. Vitercik

Chamber Ensembles. Coaching in chamber music for standard vocal and instrumental combinations: madrigal group, string quartet, woodwind quintet, etc., is also available.
Staff

Early Music Group. Vocal and instrumental ensembles including students, faculty and community members dedicated to the performance of masterpieces of Medieval, Renaissance and Baroque music. Rehearses weekly. Performs in concert and a Renaissance ball.
Mr. Towne

Contemporary Music Ensemble. Contemporary Music Ensemble is dedicated to the performance of new works in various mediums. Weekly rehearsals.
Mr. Todd, Mr. McBride

College Choir. The College Choir sings at chapel services and special concerts on and off campus. Audition required, open to all students without prerequisite. Mr. Fanning

Recitals. Regularly scheduled recitals and lectures are open to the public.

*Foundations Course

PROGRAM IN NORTHERN STUDIES

Associate Professor: C. Randall Landgren (Director) *Assistant Professor:* William Howland *Adjunct Professor:* Steven B. Young

The Northern Studies Program is an interdisciplinary progam focusing on all aspects of the Circumpolar North. The Program was initiated in 1977 and was supported for three years by a CAUSE grant (Comprehensive Assistance to Undergraduate Science Education) from the National Science Foundation. The goal of this Program is to provide students with a strong interdisciplinary course of study by applying the traditional natural and social scientific disciplines to an understanding of northern environments and man/nature relations in the North. The Northern Studies Program is a cooperative venture between Middlebury College and the Center for Northern Studies, an independent, nonprofit, research and educational facility located in Wolcott, Vermont, about 70 miles northeast of the College.

Students participating in the Program normally spend one or more semesters in residence at the Center in the course of their undergraduate years. The Center is located in a natural environment that closely approximates those of the Canadian, Alaskan and Siberian northlands. Thus, the Northern Studies Program is able to emphasize the field aspects of northern studies in a manner that is not possible in other areas of the continental United States. The Center also conducts an active research program in Alaska and other northern areas. The senior staff of the Center for Northern Studies have adjunct faculty appointments at Middlebury College.

Requirements for a Northern Studies Major: Students majoring in Northern Studies will normally follow one of the two "major tracks": biology or quaternary science, taking five or six courses within the appropriate cooperating department. Joint majors involving Northern Studies and other departments or programs are possible, subject to the general College rules regarding joint majors. Northern Studies students have pursued joint majors with Sociology/Anthropology, Geology, Geography, and Philosophy. It is the responsibility of any student desiring to pursue a joint major to seek and obtain the approval of both the chairman of the relevant department and the director of the Northern Studies Program.

The following is a list of required courses for each of the major tracks. Students are urged to work out their plans of study early and carefully, as the period spent in residence at the Center shortens the time available to take required courses on the College campus.

Biology:

***BI 125**	**Introduction to Biological Principles**
***BI 190**	**General Ecology**
BI 203	**Botany**
BI 250	**Cells and Organelles**
BI 390	**Advanced Ecology**

Quaternary Science:

GL 112	**Environmental Geology**
GL 161	**Oceanography**

GL 252 Geomorphic Processes
GL 261 Sedimentary Rocks
GG 201 Techniques of Environmental Analysis
GG 354 Weather and Climate

An additional list of recommended courses in chemistry, mathematics, physics and computer programming may be obtained from faculty members, along with details of the options for joint majors. Other courses in these or other departments may be accepted, at the discretion of the faculty.

Along with the courses taken in the "tracks," students are required to take NE 151 and NE 152, preferably in the freshman year, and NE 252.

Majors will spend one or two semesters at the Center for Northern Studies, taking the courses described below. Majors also ordinarily take Winter Ecology (NE 350) at the Center in winter term. Normally, students are resident at the Center during the junior year, though residence at the Center is possible in exceptional cases during the sophomore or senior year. During the semester-in-residence, students plan their future courses on campus with Center and Middlebury faculty advisers. Planning also begins for the student's senior work. In the fall of the senior year students take NE 451.

Students normally take one or two units of senior thesis work (NE 700). At least one thesis unit is required for the major. No more than three units of senior thesis work may be applied toward a Middlebury degree. The two unit thesis may be either field or library based. The three unit thesis requires original, predominantly field oriented work; the thesis is read by and defended in front of three faculty members after a seminar discussing the work has been presented by the student.

Students are encouraged to establish with their advisers an appropriate procedure to collect the data for their thesis work in the summer before the senior year.

A limit of nine regular term courses and one winter term course can be accepted from the Center for Northern Studies toward the Middlebury degree. This limitation includes any research and thesis work undertaken at the Center.

While there is no language requirement for the Northern Studies major, students who have serious career plans in the North are strongly encouraged to develop a reading knowledge of Russian.

Further specific information on the Program can be obtained from Mr. C. Randall Landgren, the administrative coordinator for Northern Studies at the College.

JOINT MAJOR IN GEOGRAPHY AND NORTHERN STUDIES

This joint endeavor is designed to provide a structured major drawn from the Social and Natural Sciences to allow students to develop a strong foundation in geography, closely coordinated with an emphasis on the physical environments and cultures of the circumpolar North. This major will offer students the geographical concepts and skills needed to study the spatial organization of society and the relationships between humans and their physical environments. Within this context it will emphasize the nature of the polar world, and the economic, legal, cultural and environmental dimensions of the North as a homeland and as a frontier, to native and non-native northerners respectively.

The following course requirements for the joint major comprise 14 credits. One term, normally in the Junior year, will be spent at the Center for Northern Studies in Wolcott. Courses that may be taken at the Center are flagged with †.

Introductory Level Courses: (3)
Required Courses:
GG 100 Geography: A Modern Synthesis
NE 151 Introduction to the Polar Environments
NE 152 Public Policy in Arctic and Subarctic North America

Upper Level Courses: (11)
Any 2 of the following:
GG 250 Physical Earth Processes
GG 222 Contemporary Geography of Soviet Union
GG 210 The Geography of Development
GG 230 Social Aspects of Environmental Conservation

Required Courses:
NE 252 Biogeography (Arctic and Alpine Emphasis)
GG 254 Weather and Climate

Any 4 of the following:
NE 310 Paleoenvironment and Prehistory of the Circumpolar North

NE 330 Indigenous Cultures of the Circumpolar North†
NE 370 Northern Policy Seminar: Contemporary Subsistence†
NE 380 Community Development in the Circumpolar North†
NE 390 Northern Legal Issues†
NE 395 Northern Resource Conflicts†
NE 500 Independent Study†

Required Courses:
GG 310 Quantitative Methods in Geography
GG 320 Cartography and Graphics
NE 451 Senior Seminar: Northern Research

For Honors:
NE 700 or GG 700 Senior Research

COURSES AT MIDDLEBURY

NE 151 Introduction to the Polar Environments Fall

The course provides an introduction to the physical and biological characteristics of the polar world. A systems approach is used to study climate, glaciation, geomorphology and soils. The ecosystems of the tundra, boreal forest, and polar seas, and their environmental histories are treated, with attention to the methods by which polar research is conducted. (Open to freshmen and sophomores, otherwise by permission.) Mr. Howland

NE 152 Public Policy in Arctic and Subarctic North America Spring

The evolution of public policy in Arctic and Subarctic North America is treated from the early explorations, through the periods of whaling, the fur trade, defense developments, mining, and the oil and natural gas developments of recent years. The emphasis is on the political, economic and cultural impacts of southern-based policy and activity on the Native People of the North, and the underlying conflicts in the perceptions of the North as a 'homeland' and as a 'frontier'. The evolution and status of Native Claims is examined as a modern expression of the public policy dilemma. (Open to freshmen and sophomores, otherwise by permission.) Mr. Howland

NE 252 Biogeography Spring

This course presents an ecological and evolutionary approach to the study of patterns in the distribution of plants and animals. Theories of ordination, classification, and mapping of plants and animal ranges are introduced. Zoogeographic realms, concepts of geographical ecology, and phytogeography are reviewed. The role of plate tectonics and the Quaternary ice age in evolutionary systematics, modes of speciation, disjunctions and relict ranges are examined. Theories of Island biogeography are applied to Arctic and Alpine biogeography problems in the latter part of the course. (NE 151, or BI 125, or GG 250, or permission.) Mr. Howland

NE 451 Senior Seminar: Northern Research Fall

This seminar treats the definition of northern research problems, the development of research proposals, a critical acquaintance with the literature, elements of research methodology, and the preparation of research papers. The approach involves student research projects, class seminars and finished papers. Mr. Howland

SEMESTERS-IN-RESIDENCE PROGRAMS AT THE CENTER FOR NORTHERN STUDIES

All students who wish to attend a semester-in-residence program must apply to the Center for Northern Studies well in advance of the semester. Applications may be obtained from Northern Studies office on campus (Science Center, Room 428).

Financial Arrangements:

The College will forward part of the student's comprehensive fee payment to the Center for Northern Studies to cover costs for students who enroll in a full semester-in-residence program, or a semester-in-residence program and the winter term-in-residence at the Center. The College, however, does not contribute any portion of the comprehensive fee, or any other financial assistance, to cover the costs of one or more individual courses taken at the Center, or for the winter term-in-residence when it is not taken in conjunction with a full fall or spring semester-in-residence at the Center or a major in Northern Studies.

FALL SEMESTER-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this term are NE 151 and BI 190.

This semester-long program is the equivalent of four normal Middlebury courses. The semester begins with a two-week field trip to eastern Canada, where students are introduced first-hand to northern environments and begin mastering techniques of environmental analysis. Emphasis will be on the floristics, soils and glacial geomorphology of the region. Detailed study materials will be sent to the students during the summer. These will form the basis of the lectures before we leave.

NE 310 Paleoenvironment and Prehistory of the Circumpolar North Fall

The physical, biological, and cultural environment of the Circumpolar North are a function of events which took place during the Quaternary Period. These include episodes of glaciation, changes in climate, fluctuations in the distribution of organisms, and the development of human societies in cold regions. Emphasis is placed on the information, material and techniques which are necessary to developing concepts of the Quaternary, and on placing the present nature of the northern environment in a historical perspective. Field and laboratory work will concentrate on the techniques of environmental reconstruction, including Quaternary geomorphology and stratigraphy and paleontological and archaeological techniques. 3 hrs. seminar, field work. Mr. S. Young

NE 320 Dynamics and Characterization of Northern Ecosystems Fall

This course will concentrate on the interactions between polar organisms and their physical and biological environment on a broad scale. Topics will include energy pathways, predator-prey, parasitic, and other symbiotic relationships, destabilizing and cyclical factors in the ecosystem, and methods and concepts for describing, classifying, or otherwise characterizing boreal forest and tundra ecosystems and their components. Field and laboratory work will consider methods of elucidating and measuring various processes and relationships typical of northern ecosystems and techniques for describing and comparing sample areas. Staff

NE 330 Indigenous Cultures of the Circumpolar North Fall

For the last 15,000 to 30,000 years the native peoples of the Circumpolar North have been a significant factor in the natural environment of the region. This course offers an introduction to various indigenous cultures of northern regions at a time immediately before extensive contact was established with modern western culture. Some consideration will also be given to long established rural western communities in northern areas. Major emphasis is placed on the historical context of the emergence and establishment of these cultures, and on the ways in which the cultures have interacted with the environment. Staff

NE 340 Polar Biota Fall

This course considers the identification, systematics, evolutionary adaptations, and autecology of the major groups of plants and animals of the northern environment. Some consideration is also given to the Antarctic biota. The larger and more conspicuous terrestrial organisms receive the major emphasis, while less is given to aquatic and marine biota. Students will become familiar with the theory and process of identification and classification of the relevant plants and animals. Field work will stress identification of these organisms, particularly vascular plants, in their native habitat. 3 hrs. lect., lab. Mr. S. Young

WINTER TERM-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this term are NE 151 and BI 190.

NE 350 Winter Ecology Winter

Among the most important challenges to polar organisms are intense seasonal change of conditions, intense cold, limited energy resources in the environment, and the establishment of long-term snow and ice cover. These factors have provided selection pressure for a remarkable series of adaptations. This course examines the physiological, anatomical and behavioral adaptations of polar plants and animals. The course is taught largely in an intensive lab and field work format. Staff

SPRING SEMESTER-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this semester are NE 152, EC 155, and BI 190. This semester-long program is the equivalent of four normal Middlebury courses. During the spring semester, each student will plan and carry out an original research project under the supervision of the center's professional staff.

NE 360 The Political Economy of Resource Management Spring

A study of societal decision-making regarding the human use of natural resources and natural environments. The first half of the semester is devoted to a comparative examination of three theoretical approaches to this subject: the microeconomic perspective, the ecological perspective, and the institutional perspective. This is followed by a series of substantive applications of particular relevance to the far North. Topics covered in this section of the course include: Outer Continental Shelf oil and gas, hardrock minerals, forest products. marine fisheries, amenities values, and pollution control. Mr. O. Young

NE 370 Northern Policy Studies Spring

The pervasive presence of governments throughout the Circumpolar North makes this region an ideal laboratory for the study of public policy. Focusing on contemporary northern issues, this course both applies existing knowledge and seeks new insights concerning the nature of public

policy. Topics covered include: the role of the state in society, the formation of policy agendas, the analysis of policy alternatives, the enactment of specific public policies, policy implementation, and policy evaluation. Mr. O. Young

NE 380 Community Development in the Circumpolar North Spring

The rural communities and villages of the Circumpolar North suffer from a variety of social problems (for example, large scale emigration, extensive unemployment, financial insolvency, and high rates of alcoholism). While these problems are especially severe in predominantly native communities, they are pervasive throughout the Circumpolar North. How did these conditions arise, and what can be done to alleviate them? This course focuses on various explanations of the contemporary problems of these rural communities and on an analysis of alternative strategies for alleviating these problems. Staff

NE 390 Northern Legal Issues Spring

Legal research and analysis differs greatly both from natural science and from social science. Using cases relating to the Circumpolar North, this course offers students an introduction to legal materials, processes, institutions, and modes of thought. In any given semester, case materials will be drawn from controversies pertaining to public land, Native claims, offshore oil and gas development, hard rock mining, water rights, forest management, wildlife, fisheries, and international resource agreements. Ms. Osherenko

NE 395 Northern Resource Conflicts Spring

The rapid growth of interest in developing the natural resources of the Circumpolar north has given rise to increasingly severe conflicts among interests active in both the private and public sectors. This course examines the nature of these conflicts and evaluates the merits of alternative methods of resolving these conflicts. Among the methods considered are litigation, arbitration, legislation, negotiation, and problem-solving as well as the responses to conflict traditionally used by indigenous northern communities. The course places considerable emphasis on participatory activities such as moot courts, gaming, simulations, negotiation exercises, and problem-solving sessions.

Ms. Osherenko, Mr. O. Young

Seminar Series Fall, Spring

Each semester, a number of outstanding experts on a variety of polar issues are invited to the Center to give guest lectures on their fields of expertise. These lectures are generally keyed to topics and material related to the formal courses. Students are expected to prepare for these guest lectures through reading of assigned material and to participate in discussion sessions with the visiting speakers following the formal seminars.

The seminar series is not technically a separate course and does not specifically carry course credit. However, seminar material is considered to be a vital part of the formal courses, and students are responsible for incorporating seminar material in the overall course work. Mr. Osgood

NE 500 Independent Study

NE 700 Senior Thesis

PHILOSOPHY

Professors: Lynne Baker, Stanley Bates, Hiroshi Miyaji (on leave all year), Victor Nuovo (chair) *Assistant Professor:* Richard Arthur

Non-majors. Most Philosophy department courses are open to students who are not majors and who have had little or no previous work in philosophy. PA 150, PA 201 and PA 202 are general introductions to the field and are open to students in all classes. Other courses in the 200 range are introductions to specialized areas of philosophical study which do not require particular competences, though students who have done work in the sciences, education, religion or the arts will find their studies in those areas of assistance. Except as noted, 300 level courses are generally open to students but they suppose a higher level of sophistication than the 200 level courses and are not normally open to freshmen.

Major program: Majors will elect ten courses in the department. All majors are strongly encouraged to take PA 180 and PA 223. Cognate courses, particularly in the areas of political science and religion, may be substituted for two courses with prior permission. Majors must elect one course in ethics, one course in philosophy of science and theory of knowledge, one course in the history of philosophy and two seminars.

Departmental Honors: To become a candidate for departmental honors in philosophy students majoring in philosophy must have a B average and, prior to registration for honors work, must submit to the department a research proposal. Students may register for honors work only after the department has approved their proposal. With departmental approval, students may register as honors candidates for two successive terms of PA 500 (normally during the Winter and Spring of

their senior year). To receive departmental honors, students must complete a two term project resulting in a thesis or a set of thematically related papers and receive for their work a minimum grade of B+ and must maintain in all other departmental courses a B average.

International Major: Three to four courses, normally including PA 150, PA 180, and two of the following: PA 201, PA 202, PA 250, PS 255. Three of four philosophy course credits at a Middlebury School Abroad or an approved equivalent: two-semester senior seminar requirement, plus an advanced course in the language department. Minimum of ten courses.

***PA 150 Introduction to Philosophy** Fall, Spring

Philosophy has traditionally been conceived as the discipline which attempts to achieve the most comprehensive understanding of reality, and of the role of human existence. This course will introduce students to fundamental philosophical issues concerning the nature of reality (metaphysics), the possibility of knowledge (epistomology), and the nature of value (ethical theory) through a reading of a number of important primary texts of thinkers such as: Plato, Descartes, Hume, Kant, Kierkegaard, Mill, Nietzsche, and Freud. (Several of the sections of this course satisfy the freshman writing requirement.) Staff

***PA 180 Introduction to Modern Logic** Fall

The aim of this course is to provide a sound understanding of the principles of deductive reasoning through the study of modern symbolic logic. Students will learn how to symbolize natural arguments occurring in books, cartoons, newspapers and other media, and to evaluate their validity using techniques of propositional and predicate logic. Although mathematical in appearance, symbolic logic is more like an artificial language to learn, and even students with little confidence in math can master it. No prior knowledge of logic, formal mathematics or computer science is presupposed in this course. Mr. Arthur

[*PA 190 Ethics and the Environment]

[*PA 201 Ancient and Medieval Philosophy]

[*PA 202 Modern Philosophy from Descartes to Peirce]

PA 205 Human Nature and Ethics Fall

An investigation of some of the most important theories in Western intellectual history concerned with appropriate ways for men to lead "the good life." Proceeding in historical sequence, the course will cover Plato, Aristotle, Hobbes, Hume, Kant and Camus. An attempt will be made to relate the moral theories considered to the general intellectual assumptions of the ages in which they were produced and to the stated or unstated conceptions of human nature contained in the theories. Mr. Bates

***PA 212 Introduction to the History of Modern Science** Fall

Of all the chapters in the history of our intellectual tradition, one of the most exciting is that of the Scientific Revolution—the emergence in the 17th and 18th centuries of recognizably modern scientific concepts from the welter of ideas of the competing Scholastic, Pythagorean, Alchemical, Magical and Mechanical traditions. In this course we shall trace the development of key concepts in physics, chemistry and biology through a study of the contributions of such thinkers as Bruno, Kepler, Galileo, Boyle, Descartes, Newton, Van Helmont, Leibniz, Maupertuis and Buffon. Mr. Arthur

PA 213 Philosophy of Religion Spring

A critical exploration of several problems and themes related to religious belief: the coherence of the concept of God, the existence of God, the problem of evil, the moral justification of religious belief, religion and the culture of nihilism. Readings in philosophical works by Thomas Aquinas, Leibniz, Hume, Kant, Nishitani and others. Mr. Nuovo

[PA 222 American Philosophy]

PA 223 Introduction to Contemporary Philosophy Fall

This course will focus on philosophical treatments of mind, knowledge and language in the first half of the 20th century. Although primary attention will be given to the English-speaking tradition (represented) by thinkers such as Bertrand Russell, J. L. Austin, Ludwig Wittgenstein, Gilbert Ryle), we shall also read representatives of the Continental tradition such as Husserl, Heidegger and Sartre. Ms. Baker

[PA 230 Philosophy of Science]

[PA 231 Philosophy of History]

PA 233 Aesthetics Spring

Contemporary and historical readings will be used to examine problems in the philosophy of art.

There will be exploration of what is a work of art and of meaning and truth in various of the arts. Attention will be given to questions of aesthetic judgment and of aesthetic value as well. Some prior acquaintance with philosophy or literature or the arts is recommended. Mr. Bates

[PA 250 History of Early Modern Philosophy: Descartes to Kant]

[PA 253 Confucianism and the Confucian Tradition in East Asia]

PA 255 Kierkegaard, Marx and Nietzsche Spring

This course will investigate the works of three of the central philosophical and cultural critics of the 19th century. All of these thinkers revolted against the apotheosis of Reason that had occurred in the Enlightenment and that reached its culmination in the works of Hegel. We shall read: Kierkegaard's *Repetition, Philosophical Fragments* and *Concluding Unscientific Postscript*; Marx's early essays criticizing Hegel, *The Economic and Philosophic Manuscripts of 1844*, and other selections concentrating on Marx's philosophical views not his economic analysis; and Nietzsche's *The Birth of Tragedy, The Use and Abuse of History, Thus Spoke Zarathustra* (selections) *The Geneology of Morals* and *Ecce Homo.* Mr. Bates

[PA 256 Topics in Japanese Philosophy]

PA 280 Intermediate Logic Spring

This course is designed for students whose curiosity about logic has already been piqued by some prior acquaintance with it (such as PA 180). We shall investigate such extensions of predicate logic as the logic of relations, identity and definite descriptions, which considerably increase its scope and power, but also raise interesting philosophical problems. In the remainder of the course, we shall explore these and other problems in the history and philosophy of logic, and examine some of the newest trends in logical theory, such as many-valued and quantum logic. (PA 180 or equivalent.) Mr. Arthur

[PA 309 Philosophy of Law]

[PA 331 History of Materialism]

PA 352 Philosophy of Mind Spring

How is mental activity related to the nonmental world? How is the content of so-called propositional attitudes like belief to be specified? Is there freedom of the will? These are some of the questions to be asked in this course. Drawing on contemporary works, we shall examine various conceptions of mentality, including recent "computer" models of the mind. Approaches to be discussed include physicalism, functionalism and behaviorism. Ms. Baker

[PA 354 Philosophy of Language]

SEMINARS

The following seminars are required of senior majors, and are open to other qualified students by permission.

PA 402 The Philosophy of Aristotle Fall

An examination of Aristotle's principal doctrines as represented in his writings: logical, physical, metaphysical, moral and political. Attention will also be paid to some recent interpretations of Aristotle and to the validity of Aristotle's thought for contemporary philosophy. Mr. Nuovo

PA 405 Hobbes and Leibniz Spring

Although Hobbes is known chiefly for his materialism and political theory, and Leibniz for his monadology and contributions to mathematics, these two major 17th century thinkers are much closer in outlook than is generally supposed. In this course we shall study Hobbes's remarkable synthesis of physics, psychology and politics; his influence on Leibniz; and the development of the latter's characteristic views. Main topics will be the theory of space and time, body and substance, determinism, freedom of the will, theory of perception, theory of knowledge, theology, and politics of the state. Mr. Arthur

[PA 407 Hegel's *Phenomenology*]

[PA 410 Wittgenstein]

[PA 416 Contemporary Aesthetics]

PA 500 Research in Philosophy Fall, Spring

(Open only to majors.) Staff

*Foundations Course

PHYSICAL EDUCATION AND ATHLETICS

Physical Education is a *degree requirement* and the Physical Education Program concentrates on life-time sports so that all students leave Middlebury College with exposure to sports or recreational activities in which they have developed a degree of skill and interest which will be an asset to them in later years. *Before graduation*, students must complete

three courses. Each course carries one unit of physical education credit.* (*Exception: Beginning Swimming for non-swimmers, if completed during the freshman year.) Students who wish to elect courses (i.e., the student does not need the course for physical education credit) may register with the department for the appropriate season to be scheduled for classes on a space available basis. The courses and activities are as follows:

Certification Courses, textbook and related fees applicable: Advanced Life Saving, C.P.R., First Aid, Water Safety Instructor's course.

Special Lessons and Fees: Alpine Skiing, Karate, Riding, Scuba, Ski Touring.

Personal Equipment Sports: Beginning Ice Skating, Cycling, Figure Skating.

Department provides equipment except for tennis rackets: Archery, Badminton, Fencing, Golf, Squash, Tennis, Volleyball.

Conditioning-type Courses: Beginning Weight Training, General Conditioning, Hydra-Gym Conditioning, Swimming for Conditioning.

Dance Courses as available: Basic Ballet, Basic Jazz Dance, Basic Modern Dance, TH 160, 161, 162, 260, 261, 276, 360, 361, 380, 381.

Special Departmental Course offerings, as available: When offered, information on these courses will be available during the registration period for the season concerned.

Beginning Swimming for Non-Swimmers NOTE: It is strongly recommended that students who cannot swim take this course in their Freshman year. Students identified as non-swimmers may earn three credits if they take Beginning Swimming and are able to swim one length of the pool and tread water for five minutes. This must be completed by the end of the freshman year if the student is to receive the three credit incentive. The Physical Education Department will provide individual lessons, if necessary, and will allow the student to repeat the course throughout their freshman year.

Credit for Intercollegiate Competition. A student may receive credit for participation in an intercollegiate sport. Credit will be awarded on the following basis: 1. a student must participate for the entire season; 2. only one credit may be earned for each sport.

The department schedules two seasons of instructional courses in each of the two college terms and one season in the winter term. All registrations for instructional classes in physical education are held in the Field House Lobby and registrations are held prior to the start of each of the five seasons during the college year. Registration is on a first come-first served basis and is open to students who wish to elect courses on a space available basis. Students who are unaware of their current physical education record should check their record with the physical education secretary in the Field House to ensure completion of their program prior to graduation and in accordance to the printed catalog specifics indicated above. Applications for transfer credit must be made in advance, following College procedure for academic credit transfer. The Dean of Students office processes *credits from transcripts* for students transferring to Middlebury.

The Physical Education Program above, as revised by the department in 1986–1987, will become effective in September 1987. Students with three credits as of May 1987 will have completed their Physical Education Program. Those students with fewer than three credits in May 1987 will complete their Physical Education Programs under the September 1987 program with prior credits allowed toward completion of their Physical Education Program. All requests for medical waivers must come from the student's home physician. Injuries and illnesses suffered on campus will be considered as exceptions to the previous statement and will be handled by the College Health Center.

The Physical Education Program has the following registration dates for the five instructional seasons during 1987–1988:

Registration Dates	**Season Name**
September 8, 9	Fall
October 6, 7	Winter I
December 1, 2	Winter Program Term
February 9, 10	Winter II
March 15, 16	Spring

Seasons Dates
September 14–October 23, 1987
October 26–December 5, 1987
January 4–January 29, 1988
February 15–March 25, 1988
April 4–May 7, 1988

PHYSICS

Professors: Robert Gould, Frank Winkler (chair), Richard Wolfson *Associate Professor:* Robert Prigo *Assistant Professor:* Jeffrey Dunham *Visiting Assistant Professor:* Stephen Ratcliff

Physics is the fundamental science, providing our basic understanding of the natural world and of human technological achievements. The physics program at Middlebury is designed to integrate physics into the liberal arts curriculum. Course offerings reflect the needs of three categories of students: (1) those majoring in areas outside the sciences, who seek to explore the concepts of physics with a minimum of mathematics; (2) those majoring in another science who need a basic introduction to physics and the analytical skills it provides; and (3) those majoring in physics.

Courses designed especially for non-science students are PH 155 (Introduction to the Universe) and PH 180 (Nuclear Technology: The Promise and the Peril) in the fall term, and PH 101 (Physical Reality and Human Thought) and PH 131 (Structures and Machines) in the spring.

Students majoring in the sciences, and others who desire a more analytical approach to physics, usually take the two-semester introductory physics sequence PH 109–110. In addition, they may elect more advanced courses at the 200 level. Students in premedical and other programs requiring two semesters of physics should take PH 109–110; other 100-level physics courses are not acceptable.

For those majoring in physics, we offer a broad range of courses that emphasize a variety of topics in physics and build both theoretical understanding and experimental skills. Middlebury physics majors apply their education in a wide variety of careers. Some pursue graduate work in physics and related fields. Others find their physics degrees valuable in engineering, medicine, business, law, teaching, government service, and other pursuits. The physics program is designed to encourage both those intending advanced study in physics and those for whom formal work in physics will end with the Middlebury degree.

Requirements for the Physics Major: The major program consists of five required physics courses: PH 109, PH 110, PH 201, PH 202, and PH 212; a minimum of four electives in physics; and the senior program. Electives may be chosen from courses at the 200 level and above. In addition to the courses listed below, courses which satisfy the elective requirement in physics are frequently offered during the winter term. Mathematics at least through the level of MA 113 is also required; this requirement may be satisfied either at Middlebury or through appropriate pre-college courses in calculus.

Prospective majors must begin the physics sequence no later than the sophomore year. Starting in the freshman year allows more flexibility in the choice of courses and thesis topics.

Students who choose the physics major as preparation for medicine, business, law, or education often select many of their physics electives from topical courses at the 200 level. For students planning graduate work in physics, PH 302 (Electromagnetic Theory) and PH 401 (Quantum Mechanics) are essential. In addition, PH 311 (Quantum Physics Applications), PH 330 (Advanced Mechanics), PH 350 (Statistical Mechanics) as well as MA 200 and MA 201 are strongly recommended for those anticipating graduate study. Most physics majors will find computer programming skills through the level of MA 213 extremely valuable.

Senior Program: The major program culminates with a three-unit senior thesis and comprehensive examination. The thesis involves a significant piece of experimental or theoretical research. Thesis topics in recent years have included work in astrophysics, laser spectroscopy, biophysics, holography, nuclear physics, ultrasonics, plasma physics, solar energy and nuclear magnetic resonance. The comprehensive examination is given in the fall term of the senior year.

Departmental Honors: A minimum grade average of B in physics courses is required of all honors candidates. Honors in physics are awarded primarily on the basis of excellent senior thesis work. A student's overall accomplishments in the department, including course work, teaching assistantships, and leadership are also considered in the awarding of honors.

Pre-Engineering: Many students study physics with the intent of eventually doing engineering, either through a 3–2 program or in graduate school. Students who pursue a physics major *en route* to a 3–2 engineering

degree should take the same five-course introductory sequence outlined above, two elective courses in physics, and MA 213. Four-year pre-engineering students take the normal physics major and choose electives in consultation with their advisor.

Advanced Placement: Students who seek advanced placement in physics should take the College Board AP examinations. Credit for PH 109 and/or PH 110 is given to students who achieve a score of 4 or 5 on the "Physics C: Mechanics" and/or "Physics C: Electricity and Magnetism" examination, respectively. One AP credit is given to students who take the "Physics B" examination and achieve a score of 4 or 5, but such students are advised to begin their study of physics with PH 109.

***PH 101 Physical Reality and Human Thought** Spring

This course for non-science students will explore major ideas that shape our understanding of physical reality. The course will focus on the developments of modern physics, particularly relativity and quantum theory. The physical content of these ideas will be emphasized in a non-mathematical way, and their philosophical implications discussed. Tracing the historical development of physical theories will convey a sense of the evolutionary and revolutionary aspects of scientific progress. The course will conclude with contemporary attempts to understand the evolution of the universe in terms of the most fundamental physical principles. (One section of PH 101 fulfills the freshman writing requirement.) Mr. Wolfson, Mr. Winkler and Staff

[PH 105 Physics of Sports]

PH 109 Mechanics Fall, Spring

This course examines the phenomenon of motion as it occurs throughout the universe. The important concepts of force, energy, and momentum are introduced and applied to systems ranging from subatomic particles to galaxies. Major topics covered include Newton's laws of motion, work and energy, linear momentum, collisions, gravitation, rotational motion, and oscillatory motion and waves. Emphasis is placed on practical applications in physics, engineering, the life sciences, and everyday life. Laboratory work and lecture demonstrations are integrated into the course material to illustrate basic physical principles. (Students in PH 109 should either be enrolled concurrently in MA 112 or should have completed a high school or college calculus course.) 3 hrs. lect., 3 hrs. lab.

Mr. Prigo and Staff (Fall)
Mr. Dunham and Staff (Spring)

PH 110 Electricity and Magnetism Fall, Spring

The physical principles of electricity and magnetism are developed and applied to the electrical structure of matter and the electromagnetic nature of light. The theory of relativity is explored in the context of its implications for mechanics and electromagnetism. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PH 109 or permission. MA 113 is a co-requisite.) 3 hrs. lect., 3 hrs. lab.

Mr. Ratcliff and Staff (Fall)
Mr. Wolfson and Staff (Spring)

PH 131 Structures and Machines Spring

The world in which we live and work is dominated by technology. Studying the scientific, social, and symbolic meaning of past and present technologies can help us to evaluate the potential, limitations, and possible dangers of new and future ones, and to become more effective as decision-making citizens. This course will address two sides of technology: large scale structures (bridges, towers, skyscrapers, long spanning roofs) and machines (steam engines, railroads, automobiles, power plants, communication systems, etc.). We will emphasize the basic scientific concepts behind various technologies, their history, and their impact on our society. Sponsored by the Sloan Foundation's program in the New Liberal Arts, this course is open to all students. A science background is not required. 3 hrs. lect./disc. Mr. Prigo

***PH 155 An Introduction to the Universe** Fall

This introductory astronomy course primarily for non-science students has as its goals: (1) To give insight into how scientists come to understand nature through the interplay of observations, laboratory measurements, and theoretical models; (2) to communicate the excitement of current research topics such as quasars, black holes, and supernovae; and (3) to provide an appreciation for the sky as part of our natural environment and cultural heritage. Topics include how stars shine, evolve, and die, our understanding of the history (and future) of the universe, and speculations on the origins of life—on earth and possibly elsewhere. Laboratory work includes observations at the College Observatory. (No prerequisites.) 3 hrs. lect., 2 hrs. evening lab. Mr. Ratcliff, Mr. Winkler

PH 180 Nuclear Technology: The Promise and the Peril Fall

In the 1950's, nuclear technology was hailed as the path to a brighter future. Today, we confront Chernobyl, Three Mile Island, and unending de-

velopment of nuclear weapons. Do the benefits of nuclear technology outweigh its risks? What role should nuclear technology play in our future? This course explores these questions by examining such topics as the physics of the atomic nucleus, the technologies of nuclear power and nuclear weapons, nuclear waste disposal, medical applications, and related economic, social, and political issues. Sponsored by the Sloan Foundation's program on the New Liberal Arts, this course is open to all students. 3 hrs. lect./disc., augmented by films, field trips and visiting speakers. Mr. Wolfson

PH 201 Relativity and Quantum Physics Fall

This course probes in depth a number of areas for which classical physics has provided no adequate explanations. Topics covered include Einsteinian special relativity (kinematics and dynamics, conservation of momentum and mass-energy), statistical distributions in physics, kinetic theory, quantization and photons, x-rays, and the atomic models of Rutherford and Bohr. (PH 110, MA 113 or permission.) 3 hrs. lect., one lab/disc. session. Mr. Dunham

PH 202 Atomic and Nuclear Physics Spring

An introduction to quantum physics including wave mechanics, the uncertainty principle and wave-particle duality. Application of quantum mechanics is made to simple atomic and molecular systems. Nuclear physics and the theory of solids are also introduced. (PH 201.) 3 hrs. lect., one lab/problem session. Mr. Prigo and Mr. Dunham

PH 212 Applied Mathematics for the Physical Sciences Spring

This course concentrates on the methods of applied mathematics used for treating the partial differential equations that commonly arise in physics, chemistry and engineering. Topics include differential vector calculus, Fourier series and other orthonormal function sets. Emphasis will be given to physical applications of the mathematics. Both analytic and numerical (computer) techniques will be employed. This course is a prerequisite for all 300 and 400 level physics courses. (MA 113, PH 110.) 3 hrs. lect., 1 hr. disc. Mr. Ratcliff

PH 221 Electronics for Scientists Fall

An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. Students will gain "hands on" familiarity with the design, use, and trouble-shooting of electronic instrumentation. (PH 110 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Gould

PH 266 Contemporary Astronomy and Astrophysics Spring

An introduction to the astrophysics of stars, the Galaxy, and the Universe, intended for students with some background in science. Topics include the structure and evolution of stars, pulsars, black holes, X-ray sources, supernovae, galaxies, quasars, and the expanding universe. Interactions between theory and observations by a variety of methods (e.g., optical, radio, X-rays, cosmic rays) will be discussed, with special emphasis on current research and recent results. (PH 110 or permission.) 3 hrs. lect./lab, hrs. arranged. Mr. Winkler

PH 302 Electromagnetic Theory Fall

The unified description of electric and magnetic forces is one of the greatest triumphs of classical physics. This course will begin with discussion of electro- and magneto-static configurations, and will continue with the fully time-dependent formulation of Maxwell's equations. The wave description of electromagnetic radiation will be used as a basis for understanding fundamental phenomena in optics and communication. (PH 212.) 3 hrs. lect. Mr. Gould

PH 311 Quantum Physics Applications Fall

This course applies quantum mechanical principles to fundamental problems in atomic, solid state, nuclear and elementary-particle physics. The central goal of the course is to demonstrate how quantum mechanics provides a unifying conceptual framework for the vast range of phenomena observed in the modern topic areas mentioned above. Special attention will be given to technologies related to these phenomena, including the laser, superconductivity, accelerators and particle detectors. (PH 202, PH 212.) 3 hrs. lect. Mr. Winkler

PH 330 Analytical Mechanics Spring

An intermediate level course in the kinematics and dynamics of particles and rigid body motion. The topics will include: analysis and application of Newton's Laws of Mechanics; the concepts of work, energy and power; energy conservation; momentum and momentum conservation; torque, angular momentum, and angular momentum conservation. Lagrange's and Hamilton's formulations of classical mechanics will be introduced with emphasis placed on developing lasting problem-solving strategy and techniques. (PH 109, PH 212 or permission.) 3 hrs. lect./discussion. Mr. Gould

[PH 350 Statistical Mechanics]

PH 401 Quantum Mechanics Spring

A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schroedinger equation, one-dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 202, PH 212.) Lecture and tutorials, 3 hrs. Mr. Dunham

[PH 402 Advanced Quantum Mechanics]

[PH 405 Nuclear and Particle Physics]

PH 500 Independent Study and Special Topics Fall, Spring

(Permission.) Staff

PH 705 Senior Research and Thesis Fall, Winter, Spring

Independent study in the fall, winter and spring terms culminating in a written thesis. Accompanied by comprehensive examinations in October. (Three units total.) Staff

*Foundations Course

POLITICAL SCIENCE

Professors: Murray Dry, Russell Leng, Paul Nelson, Olin Robison, David Rosenberg (on leave all year) *Associate Professor:* Eric Davis (chair) *Assistant Professors:* Michael Kraus, Gary Meyers *Visiting Instructor:* Theodore Rueter

Political Science defines, describes, explains, and evaluates political phenomena. It does so in a number of disciplines or habits, including philosophy, science, history, and prudence. Consequently, the departmental course requirements include one which concentrates on the classic texts in the subject, and another which considers the methods of modern political analysis. Intermediate level courses are offered in the major areas of the subject, and our senior program involves seminar work. In addition, students may wish to pursue independent study; and this may lead to an Honors thesis. The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare those students who intend to pursue further work in either graduate or professional schools.

Required for the Major in Political Science: A major must take ten regular fall or spring term political science courses, including: (1) PS 101 or 107; (2) PS 103 or 104 or 208; (3) fulfillment of a field distribution requirement; and (4) completion of the senior program.

The Field Distribution Requirement: All regular fall and spring term political science courses are classified in one of the following four fields: political theory, American political institutions, comparative politics, and international politics and foreign policy. Students must take two courses in any three of these fields.

Senior Program: The senior program consists of a seminar of the major's choice. Each seminar includes advanced work appropriate to the field in which the seminar is offered. The seminars are the 400 level courses offered by the department. Seminars are open to juniors and seniors, but preference for admission into these small and intensive courses will be given to senior majors. Normally, the senior program requirement must be completed by taking a seminar offered by a member of the Middlebury faculty. Work done in programs abroad, at other North American colleges and universities, and in the Washington Semester program will not count as the equivalent of a Middlebury seminar.

Departmental Honors: Students who elect to seek departmental Honors write a thesis in the senior year. The thesis normally begins either as a senior seminar paper or as an independent study project (PS 500). An Honors thesis proposal must be submitted for approval to the department prior to the term in which the thesis is to be written. If the proposal is approved, the student may register for PS 700 for both the winter term and the spring term. After an oral examination of the completed thesis, Honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis and (2) the level of the average grade received in other fall and spring courses in the department. The minimum grades required for Honors are a B+ on the thesis and a B average in other departmental courses.

Independent Study: Students with demonstrated preparation and proficiency in the field may elect independent study projects (PS 500). These projects are prepared under the supervision of a member or members of the

department. PS 500 projects may not be substituted for the seminar requirement. PS 500 projects are reading and research courses; the department will not award PS 500 credit for political experience such as Congressional internships.

Joint Majors: Students wishing to do a joint major in political science and another department or program of studies must: (1) take eight political science courses, among them (a) either PS 101 or 107, and (b) PS 103 or 104 or 208; (2) take at least two courses in any two of the four fields of political science; (3) fulfill the department's senior work requirement; and (4) give evidence of having used the training in both major fields, usually in a seminar paper, but sometimes in an independent project or thesis.

International Major: This is a political science major combined with study abroad in both a foreign language and political science. The requirements are: (1) PS 101 or 107; (2) PS 103, 104 or 208; (3) a year's study at a Middlebury School Abroad or an approved equivalent; (4) an advanced course in the appropriate foreign language department; (5) ten political science courses, including those taken abroad; (6) completion of the distribution requirement in three fields of political science; and (7) completion of the department's senior program.

***PS 101 Introduction to Political Science** Fall

A study of classics of political science: Plato, *Republic;* Aristotle, *Politics;* St. Thomas Aquinas, in *Summa Theologica;* Machiavelli, *The Prince;* Hobbes, *Leviathan;* Locke, *Second Treatise on Government;* Rousseau, *Second Discourse;* Marx, *Communist Manifesto* et al; Weber, "Science as a Vocation"; Nietzsche, *The Use and Abuse of History.* (Freshmen and sophomores or permission.)
Mr. Dry

PS 102 The American Political Regime Spring

Our examination of this "first new nation" begins with the Constitutional Convention and the framers' deliberations over the best form of government consistent with the principles of the Declaration of Independence and appropriate to the people of the United States of America. Study of this and later critical moments in the interpretation and construction of the American political regime requires an examination of the writings of *The Federalist,* Jefferson, Marshall, Calhoun, Tocqueville, Lincoln, and Frederick Douglass. Next, selected basic problems in American politics are examined by means of Supreme Court cases and critical essays. Topics have included race, moral basis of international action, and higher education. (Freshmen and sophomores or permission.)
Mr. Dry

PS 103 Introduction to Comparative Politics Fall, Spring

This course will introduce students to both the theory and substance of comparative political analysis through the study of countries from the First, Second and Third Worlds. We will examine the questions basic to all political systems – including our own: what are the stakes of politics?; how is political competition organized?; who participates?; who benefits?; what are the overall results?
Mr. Meyers

PS 104 Introduction to American Political Processes Fall

An overview of the theory and practice of American politics, primarily at the national level. The writing of the Constitution in 1787 and the defense of it in *The Federalist.* The representative institutions of government (political parties, elections, interest groups). The policy-making institutions of government (Congress, Presidency, bureaucracy, judiciary). (Freshmen and sophomores or permission.)
Mr. Davis

***PS 107 Politics and the Studies of Politics** Spring

This course will consider classic texts of Western political thought, in which the nature of politics, justice, freedom, authority, and the common good are discussed. The aims of the course are to see what each of the texts says about politics and its ingredients, and to determine the mode or modes of thought in which the author is working. For example, we will pay close attention both to the substance of Aristotle's political science and to the manner in which he conducts his inquiry. Other works include Shakespeare, *Julius Caesar,* Macaulay, *History of England,* Alexis Tocqueville, *Democracy in America,* Adam Smith, *The Wealth of Nations,* Karl Marx and Friedrich Engels, *The German Ideology,* and Max Weber "Science as a Vocation." (Freshmen and sophomores or permission.)
Mr. Nelson

POLITICAL THEORY

***PS 101** (See above)

***PS 107** (See above)

PS 317 Classical Political Philosophy Fall

Study of the first great work of political philosophy, Plato's *Republic.* Although this book is itself perhaps the greatest example of the kind, so

that a clear definition of what is going on in it could be inferred from the text itself, the course will begin with a general consideration of the character of political philosophy and with a consideration of *our* relation to this book. Study of the *Republic* will be followed by study of critiques of it, Aristotle's in Book I of the *Nicomachean Ethics* and in Book II of the *Politics,* and, time permitting, of other ancient or medieval teachings. Mr. Nelson

PS 318 Political Philosophy: Modernity Spring

The most general characterization of modern political philosophy is that it breaks with ancient and medieval thought by its "realism," or by its rejection of virtue as the end of political life and its replacement of virtue by phenomena like natural rights, freedom, power and commerce. Writers include Hobbes, Spinoza, Rousseau, Burke, Hegel, Marx, and Nietzsche. Mr. Nelson

PS 401 Seminar on Political Philosophy Spring
Mr. Dry

PS 409 Seminar on Political Philosophy Fall

Study of Aristotle's political science as it appears in his *Nicomachean Ethics, Politics* and *Rhetoric.* In addition to trying to recover Aristotle's meaning, we will consider both some objections to Aristotle's political science (for example; that it is unscientific in the modern sense of the term science; that it is illiberal in its substance; that it is hopelessly ignorant of political events since its time) and some defenses of it (for example: that it is of all the studies of politics the most faithful to the character of its object, even in its modern forms; that it is the most adequate account we have of the relation between man as a political being and man as a knower). We will look in particular at recent literature on Aristotle to show there is no reason to "remove the remains of his reputation to a last resting place in the dreary cemetery of literature." (Permission.)
Mr. Nelson

AMERICAN POLITICAL INSTITUTIONS

PS 102 (See above)

PS 104 (See above)

PS 208 The Politics of the U.S. Congress Spring

An intensive analysis of representative government as exemplified by the United States Congress. Topics covered include theories of representation, the historical development of Congress, Congressional elections, norms and expectations for Congressional behavior, the rules of the legislative process, the internal organization of Congress (committees, parties, staff), and relations among Congress, the Presidency, the bureaucracy, and the courts. Some comparisons will be made between congress and both American state legislatures and national legislatures in parliamentary systems.
Mr. Davis

[PS 305 American Constitutional Law: The Federal System]

PS 306 American Constitutional Law: Individual Rights Fall

This course is primarily a study of the Supreme Court's interpretation of the Constitution's Bill of Rights and the Fourteenth Amendment's Due Process clause. The main subjects are the First Amendment freedoms of speech, press, assembly, and religion, the rights of the accused, as protected by Amendments Four through Eight, and other noncriminal rights of due process. Consideration will also be given to philosophic explanations of the nature of individual rights and their relationship to the obligations of citizenship and the powers of American government. A Mock Court exercise is anticipated. (Juniors and seniors with PS 102, or PS 305, or permission.) Mr. Dry

[PS 312 The Politics of the Federal Bureaucracy]

PS 314 The Politics of American Urban Areas Spring

The City and American Federalism. American cities are losing much of their political independence and autonomy, and are becoming much more dependent on the state and federal governments. In this course, we will study intergovernmental relations in the United States in an attempt to understand the workings of American federalism. We will also study the variety of forms and structures of politics in American cities. (PS 102 or 104 recommended but not required.) Mr. Davis

PS 402 Seminar in Constitutional Law Spring
Mr. Leng

[PS 410 Seminar on Political Parties and Interest Groups in America]

PS 425 Seminar on the American Presidency Fall

An in-depth study of the American Presidency. Issues covered include the formation of the Presidency, Presidential power, staffing the Presidency, legislative-executive relations, and the Presidency and foreign policy. Students will be expected to make written and oral presentations in class, and to write a research paper. (Permission.)
Mr. Davis

COMPARATIVE POLITICS

PS 103 (See above)

[PS 210 The Politics of Modernization in the Third World]

[PS 220 Asian Politics]

PS 225 Comparative Politics: Western Europe Fall

A comparative study of the contemporary political systems of France, Great Britain, Italy, the Federal Republic of Germany and other nation states of Western Europe. We will consider first how history has shaped these political systems. We will then examine political institutions and performance in each of these countries. Finally, we will review a number of interpretations of West European political development and theories regarding the future course of "post-industrial politics."

Mr. Meyers

PS 227 Soviet Politics Fall

Continuity and changes in the nature of Soviet politics and society from the Russian Revolution to the present. The course examines the influence of history, ideology and political leadership on contemporary politics. Mr. Kraus

PS 328 Comparative Communism Spring

A study of Communist politics and ideology from the movement's cradle in Soviet Russia to its various manifestations in the contemporary world. The course examines the history of international Communism, selected cases of Communist revolutions, and the transformation of Communist parties into ruling regimes. Mr. Kraus

PS 406 Seminar in Comparative Politics: West Europe Spring

Recent economic and social changes have challenged the stability—and possibly the survival—of representative democracies in Western Europe. The seminar takes an in-depth look at the impact of this "post-industrial" environment on the politics and public policies of these nation-states. Topics will include the transformation of their traditional political cultures, changes in their party systems, the advent of new social movements, the crisis of the welfare state, and the perspective of their "successor generations" on the Atlantic Alliance and the European Economic Community. (Permission.)

Mr. Meyers

PS 414 Seminar in Comparative Politics: Soviet Union and East Europe Fall

An examination of several topical and theoretical themes in contemporary Soviet and East European politics. The seminar will study political leadership and succession, the role of the military in politics, human rights, political socialization, and intra-alliance politics (including the Comecon and the Warsaw Pact). (Permission.) Mr. Kraus

[PS 430 Seminar in U.S.—Asian Relations]

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201 International Politics Fall, Spring

An introduction to the study of international politics. The material covered includes the formulation of foreign policy, international behavior, the nature of the international system, and possible causes of international conflict. Contemporary international problems are used as illustrations, so students are expected to stay well-informed of current international events. Lecture and discussion section format. Mr. Leng (Fall)

Mr. Rueter (Spring)

PS 301 Nuclear Weapons and World Politics Spring

An examination of the history of US strategic policy, the nature of deterrence theory, and contemporary issues in strategic policy, including arms control, Soviet strategic doctrine, nuclear proliferation, the Strategic Defense Initiative, and the strategic balance. We will conclude by considering such proposals as no first use, NATO withdrawal, disarmament, and nuclear crisis control centers.

Mr. Rueter

PS 302 International Conflict Resolution Spring

A study of historical and contemporary efforts to moderate and resolve interstate conflicts, including international law, intergovernmental organizations, mediation, and disarmament. (PS 201 or PS 311 or permission.) Mr. Leng

[PS 304 International Political Economy]

PS 311 American Foreign Policy Fall

A critical examination of the formulation, implementation, and impact of American foreign policy since World War II. We will consider such issues as the origins of the Cold War and the policy of containment; alliance politics and the reconstruction of Europe; the opening to the People's Republic of China; and American policy toward Central America, Africa, Asia, and the Middle East.

Mr. Rueter

[PS 404 Seminar on the Global Political Economy]

[PS 405 Seminar on the Causes of War]

PS 408 Seminar on United States-Soviet Relations Spring

An overview of U.S.-Soviet relations in both historical and contemporary contexts. The seminar explores the political, ideological, economic and military aspects and examines those factors that have historically influenced the competitive and the cooperative dimensions of this relationship. (Permission.) Mr. Kraus

PS 412 Seminar on Diplomacy Spring

An overview of the development of modern diplomacy, problems faced by contemporary diplomatists, and some of the newer approaches employed by scholars in attempting to understand the dynamics of inter-nation bargaining. Each year a different aspect of diplomacy, e.g., peace settlements, crisis bargaining, is chosen to provide a focus for student research. Mr. Leng

PS 416 Seminar in International Relations: International Relations Theories Fall

The central question for theorists of international relations is whether the international system is based entirely on conflict, or whether international cooperation is possible. This seminar will first consider various theories of international conflict, including realism, geopolitics, mercantilism, systemic approaches, theories of war and nuclear deterrence, Marxist theories, and psychological approaches to international relations. We will then examine theories of international cooperation, including idealism, liberalism, interdependence theory, hegemonic stability theory, theories of bargaining and negotiation, and game theory. (Permission.) Mr. Rueter

INDEPENDENT PROJECTS

PS 500 Advanced Projects

A program of independent work designed to meet the individual needs of advanced students. (Permission.) Staff

PS 700 Honors

(Permission.)

*Foundations Course

PSYCHOLOGY

Professors: A. Hunt Ewell, David Prouty (chair) *Associate Professors:* Marc Riess, Bob Osborne *Assistant Professor:* Jeanine Heny (Linguistics)

For the student who majors in psychology, engagement with experimental data lays the basis for an empirically founded and objective formulation of principles of human behavior. He or she may encounter the data in published research reports, in regular laboratory work, and in connection with individual research along lines that he or she finds important. The relevant observations may involve human participants or sometimes infra-human subjects for the better experimental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis or generalization.

As a psychology major the student takes a program of elective and required courses in psychology and related disciplines. By the end of sophomore year, through work in psychology, and in cognate fields, the student has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During the last two years the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Required for the major in Psychology:

A. Eleven courses in Psychology including the following:

1. PY 105, 201 and 302.
2. Three courses from among PY 203, 204, 225, 226 and 325.
3. Two courses from among PY 207, 208 and 301.
4. Two PY 400-level seminars.
5. One elective.

B. It is understood that exemption from a specific course requirement does not affect the general requirement of the eleven PY course minimum.

Senior Program: All majors in psychology must complete two of the advanced seminar courses in psychology. These are: PY 411, PY 415 (or PY 421), PY 416 (or PY 417), PY 426.

Department Honors in Psychology: Students who seek to be graduated with departmental Honors in Psychology should consult with some staff member no later than junior year to begin actively planning their research. PY 302 must be taken before, or during, the term in which the student submits the Honors proposal. One or more PY 500 courses may be taken to support the research. During the spring term of senior year candidates will enroll in PY 703 after meeting the special requirements listed in the course description. A minimum of a B+ average in Psychology

Department courses is needed for admission to Honors Candidacy.

Joint Major in Biology and Psychology: For students interested in this joint major, the requirements are: BI 125, 190, 216, 250 and two electives in biology, including one 300- or 400-level course; PY 105, 201, 207, 301, and two PY electives, including one 400-level seminar (PY 302 is mandatory for Honors candidacy); three electives chosen with the adviser's approval in chemistry, mathematics or physics.

Joint Major in Psychology and Sociology: Consult chairmen of the respective departments for details.

PY 105 Introduction to Psychology Fall, Spring

This course will provide a general introduction to the discipline of psychology. The most central and important theories, concepts, findings, and applications in the following areas will be considered: biological bases of behavior, learning and thinking, development, personality and abnormality, and social behavior. (Not open to juniors or seniors.) Staff

PY 201 Logic of Statistical Analysis Spring

This course emphasizes a conceptual approach to the problems of introductory statistical analysis. Topics include descriptive statistics through multiple correlation and regression, and inferential techniques through chi-square and the elements of analysis of variance. Some simple arithmetic is required but most calculations themselves are handled through use of the MINITAB computer program. No prior computer experience is required but during the course students are expected to become comfortable with usage through supervised laboratory work. (Open to freshmen and sophomores with PY 105 or permission. Upperclassmen must have permission.) 3 hrs. lect., lab. Mr. Ewell

PY 203 Social Psychology Fall

This course will provide a comprehensive overview of the discipline of social psychology from a psychological perspective (that is, a focus on the individual). Theory, research, and application concerning the following topics will be considered: self-knowledge, impression management, person perception, attitudes, social influence, aggression, altruism, attraction, sex, and group dynamics. (PY 105.) Mr. Riess

PY 204 Personality Psychology Spring

This course provides an in-depth overview of the field of personality psychology. Several classical theories of personality including: (1) Freud's Psychoanalytic Theory, (2) Jung's Analytical Theory, (3) Sullivan's Interpersonal Theory, and 4) Rogers' Humanistic Theory will be discussed. Then the conceptual analysis and measurement of individual difference variables such as intelligence, self-concept, anxiety, need for achievement, fear of success, androgyny, and authoritarianism will be considered. (PY 105.) Mr. Riess

PY 207 Conditioning and Learning Spring

This course introduces the research and theories relating to how animals learn about the causal structure of their environment. A contemporary review of principles generated by the experimental analysis of behavior is considered within the context of a psychobiological approach to learning and behavior. 3 hrs. lect., lab. Mr. Osborne

PY 208 Memory and Thinking Spring

This course deals with some of the problems of human memory and thinking; how information is coded, how it is stored, how stored information is retrieved, and how stored information may be used in dealing with new situations. The course touches on contemporary models of memory processes, concept learning, thinking, and some aspects of language. (PY 105.) Mr. Prouty

PY 225 Child Psychology Fall

The purpose is to describe the major stages of child development in our society and to examine the principles and implications derived from this description. The course will consider such topics as: the nature of the developmental process, perceptual-motor development, the growth of cognitive skills, language development, the emergence of personality, and the child in school. (This course will receive Teacher Education credit.) (PY 105.) Mr. Prouty

PY 226 Adult Development and Aging Spring

The course concerns itself with the process of physical and psychological development in the human adult within the context of contemporary society. The topics considered include: theories of development and aging, adult cognitive functioning, personality stability and change, sexuality, relationships, and work and leisure. Also considered are the social aspects of aging and death and dying. Mr. Prouty

PY 301 Physiological Psychology Fall

This course concerns the biological basis of human behavior. The course will consider the neurochemical, neuroanatomical and neurophysiological basis of processes such as language, sensation, emotion, aggression, sleep and learning and memory. In the laboratory the student will conduct experiments using standard (surgical, anatomical, biochemical, behavioral) techniques to investigate

central nervous system function. (PY 105, biology background or permission.) 3 hrs. lect., lab.
Mr. Osborne

[PY 302 Research Methods in Psychology]

[PY 306 The Exceptional Child]

PY 325 Abnormal Psychology Fall
This course focusses on the detection, classification, etiology and treatment of mental illness. (PY 105.) 3 hrs. lect.
Staff

PY 350 Directed Research in Psychology Fall, Spring
Directed research provides the opportunity for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read the background literature on the content area to be investigated and the experimental methodologies to be used. Then the procedures involved in conducting psychological research will be learned through first-hand experience in defining conceptual variables and in gathering, analyzing, and interpreting data. Finally, the student will learn how to write technical articles in psychology by preparing a paper, in American Psychological Association Format, describing the project on which he or she worked. (Permission, 3 courses in psychology beyond the introductory level, and junior or senior status.)
Staff

PY 411 Contemporary Issues Fall
This course will consider some of the major historical figures and conceptual frameworks that have shaped the present psychological scene. We will examine the continuing influence of Freud and Skinner, the reemergence of mind, and the challenge of Carl Rogers and the "third force." We will examine contemporary approaches for traces of the past and the possibility of the emergence of new paradigms and directions. The attempt is to see psychology as both a science and as a human endeavor. (Three psychology courses, or permission.)
Mr. Prouty

PY 412 Issues in Clinical Psychology Fall
Staff

[PY 415 Self-Presentation]

[PY 416 Limbic System]

PY 417 Physiological Basis of Learning and Memory Spring
This seminar course deals with attempts to uncover the underlying physiological changes that enable the individual to benefit from experience. Following an introduction to ethological and experimental approaches to learning, the strengths and weaknesses of various physiological approaches will be examined. Traditional lesions, biochemical and stimulation studies will be covered, but emphasis will be placed on plasticity in model systems and simple systems. (PY 301 or permission.)
Mr. Osborne

[PY 421 Nonverbal Behavior and Communication]

[PY 426 Psychoanalysis]

PY 500 Advanced Research Fall, Spring
A program of research arranged to meet the needs of advanced students majoring in psychology. (Permission.)
Staff

PY 703 Honors Candidacy Spring
Students hoping to be considered as candidates for departmental Honors in Psychology must, under the sponsorship of a member of the department faculty, submit a formal, written research proposal to the department by November 10 of the senior year. If the proposal is approved by the department, the student will be considered a candidate for departmental Honors and will enroll in this program, as one course-equivalent, during the spring term of senior year. Decision about the award of departmental honors will be taken after the student submits a thesis. An oral defense of the thesis may be scheduled and is required if the thesis is to be considered for High or Highest Honors. (Permission.)
Staff

See also Program in Linguistics.

RELIGION

Professors: Robert Ferm (chair), Steven Rockefeller, Charles Scott *Associate Professor:* Donald Lopez *Assistant Professor:* O. Larry Yarbrough *Visiting Assistant Professor:* John Keenan *Instructor:* Robert Schine *Visiting Instructor:* Katherine Sonderegger

Courses in religion are designed to acquaint students with the many aspects of religious life in a variety of cultural settings, and with the chief methods in investigating and interpreting religious phenomena.

Major Program: A major in religion must satisfactorily complete eleven courses. The requirements are:

I. The following introductory courses must be completed by the end of the junior year: RE 105, RE 110, RE 115, and RE 220 (Students who take both RE 280 and RE 281 are exempted from RE 105.)

II. Five courses, including at least three seminars, in a field of interest represented within the Department, to be determined in consultation with the student's adviser by the end of the fall term of the junior year and completed by the fall term of the senior year.
III. An Independent Study project (RE 500) during the fall term of the senior year.
IV. The Senior Seminar (RE 340) in the spring term of the senior year.

A cognate course may be included in the major but only with *specific* and *prior* permission.

Philosophy-Religion Joint Major: Students whose interest is the philosophy of religion or the religious aspect of philosophy may elect a joint major in philosophy and religion. For a detailed description of the major, consult either department chairman.

Departmental Honors: Students who have maintained a B average in departmental courses may elect at the end of their junior year to become candidates for departmental Honors. During the fall semester of senior year an Honors candidate shall enroll in a RE 500 course and do preliminary research on a chosen topic under the direction of a faculty member. Following the satisfactory completion of this course and with the recommendation of the faculty member the student shall prepare a thesis during the winter and spring terms (the thesis will count as two course credits). "Honors" shall be awarded to candidates who receive a B+ as their thesis grade; "High Honors" to those who receive an A−; "Highest Honors" to those who receive an A; in each case candidates must maintain a B average in their departmental course.

INTRODUCTORY COURSES

100 and 200 level courses are open to all students without prerequisite or permission.

***RE 105 An Introduction to the English Bible** Fall

This course is a general introduction to Biblical history, literature, and interpretation. It aims to acquaint students with the major stories from the Old and New Testaments, with the historical contexts, and with the critical methods by which these materials may be better understood. One emphasis will be the relation of the Bible to art, literature, and morals. Mr. Yarbrough

***RE 110 Foundations of Western Religious Life and Thought** Spring

An exploration and comparative study of the religious life and thought of the classical Greeks, hellenistic civilization, the ancient Hebrews and the early Christians. Readings are in the works of Aeschylus, Plato, the Stoics, Epicureans, the Hebrew Scriptures, the New Testament, and St. Augustine. Mr. Rockefeller

***RE 115 Introduction to Eastern Religious Thought** Fall

An introduction to the central figures and key concepts of the major religious traditions of Asia: Hinduism, Buddhism, Confucianism, and Taoism. The values which shaped the classical civilizations of India, Tibet, China, and Japan will be studied through the principal texts of each tradition. Mr. Lopez

COURSES ON RELIGIOUS TRADITIONS

RE 201 The Jewish Tradition Fall

An introduction to the history and religion of the Jews from biblical times to the Renaissance. Topics will include: the world of biblical religion; Judaism in the Hellenistic Age; the Talmudic period; liturgy; the emergence of Jewish philosophy in the orbit of Islam; the development of Jewish law and mystical thought; Jewish-Christian relations in the Middle Ages. Mr. Schine

RE 204 The Christian Tradition Fall

An introduction to the ecclesiastical and theological development of Christianity. The course will begin with the formation of doctrine in the first five centuries. Attention will then be given to the development of Roman Catholicism, Eastern Orthodoxy and the rise of Protestantism. The latter part of the course will deal with the changes that have occurred in the postenlightenment period and end with some contemporary issues. Mr. Ferm

[RE 209 The Hindu Tradition]

RE 210 The Buddhist Tradition: India and Tibet Fall

An introduction to the history of Buddhist thought and practice in India and Tibet. The course is designed for both the student with no background in Indian religion as well as for the student interested in exploring the Buddhist tradition at a more advanced and specialized level. The course will deal with such basic topics as the life of the Buddha and the Four Noble Truths as well as the advanced topics of Madhyamika philosophy, Buddhist tantra, the nature of ignorance and wisdom, and the structure of the Hinayana and Mahayana paths. Mr. Keenan

RE 211 The Buddhist Tradition: China and Japan Spring

This course traces the transformation of Buddhist thought in China and Japan. Beginning with an overview of the development of Indian Buddhism, the course will go on to study the philosophical and religious climate in China upon the entry of Buddhism during the Han Dynasty. From there, the emergence of the great schools of East Asian Buddhism will be traced with special attention being paid to the T'ien T'ai, Hua Yen, and Ch'an schools in China and the Shingon, Pure Land, and Zen schools in Japan. Students with no background in Asian religion may elect this course. Mr. Keenan

[RE 212 Chinese Religions]

[RE 215 Shinto: Japanese Indigenous Religious Beliefs]

[RE 217 Greco-Roman Religions]

***RE 220 The Shaping of American Religious Life** Spring

A study of the historical sources of the western religious traditions and their expression in the social and intellectual context of American history. Particular attention will be given to Puritanism in America, the impact of westward expansion, and the influence of social and intellectual change in the late 19th and 20th centuries. Mr. Ferm

COURSES ON TEXTS AND TOPICS

RE 280 Studies in Hebrew Bible/ Old Testament Fall

An introduction to the Hebrew Scriptures as they reflect the history, religion, institutions and ideas of ancient Israelite culture. Topics will include: the Genesis narratives and Exodus; law codes; the sources of the Pentateuch and historical books; the nature of ancient Israelite prayer and ritual; the prophetic critique of religion and society; messianic expectation; wisdom literature. The final sessions of the course will be devoted to questions pertaining to the history of Bible scholarship, and the status of the Hebrew Bible in Jewish and Christian tradition. Mr. Schine

RE 281 Studies in the New Testament Spring

This course examines early Christian life and thought as reflected in the writings of the New Testament. It will deal with the life and teachings of Jesus, his major interpreters (such as the writers of the gospels and Paul), and the common people who followed them. Mr. Yarbrough

RE 290 Feminism and Religion: Gender Analysis in the History, Theology and Sacred Writings of the West Spring

Like Marxism, Feminism denotes both a movement for broad social change and a method for the analysis and critique of culture. These two aspects, radical social action and gender analysis, provide the frame for our study of Feminism in Western religion. Activists like Ruether, Daly, Plaskow and Goldenberg critique Jewish and Christian theology, pressing and, for some, breaking through its boundaries to a post-biblical or feminist spirituality. Historians like Bynum and McLaughlin re-examine the past for women's voice and role; Trible and Fiorenza discern and reconstruct it within biblical sources. Ms. Sonderegger

RE 292 Psychology of Religion Fall

Western religions are often defined as sets of beliefs, propositions considered true by their adherents. But what of the holder of those beliefs, the inner experience of the faithful person? The psychology of religion asks and explores those questions. This field of study draws upon the European heritage of philosophy and depth analysis of human personality. We will study both American and European contributions, from theologians and psychologists, some hostile and some friendly to religious belief. Authors include: William James, Gordon Allport, Rudolf Otto; Freud, Jung, Erikson and Kierkegaard. Ms. Sonderegger

RE 295 Voices of Dissent, Resistance, and Liberation Fall

A study of some of the major theologians, Roman Catholic and Protestant, who are both critics of the church from within it as well as critics of society, its ideologies, assumptions, and institutions. Among those to be considered are Reinhold Niebuhr, Martin Luther King, Jr., and Rosemary Ruether in the USA; Hans Küng, Jürgen Moltmann, and Edward Schillebeeckx in Europe; Rubem Alves, Juan Sequndo, and Leonardo Boff in South America; Allen Boesak, John de Gruchy, and Desmond Tutu in South Africa. Mr. Scott

SEMINARS IN RELIGION

RE 301 Modern Views of God and Religious Life: the Nineteenth Century Fall

The 19th century presented modern thought with a precious and complex legacy of religious ideas. In this course, we will examine some of the major achievements of this European high culture. These thinkers deserve study for their original and often courageous efforts to bring religion face to face with historical and scientific research. Our modern period owes much to these intellects, who represent for us still the conflict, the creativity and the compromise of religion in its encounter with a

secular world. Authors include: Kant, Hegel, Feuerbach, Kierkegaard, Schleiermacher, Newman.
Ms. Sonderegger

RE 302 Modern Views of God and Religious Life: The Twentieth Century Spring

The outbreak of war in Europe marked the end of religious confidence in the "high moral character of the individual soul." The great themes of the 19th century—the role of faith and history, the recovery of scholasticism in theology, the moral mission of ethical monotheism—all are renewed in our period, but with a somber and realistic cast. While clearly a period of creative ferment, ours is a time of major theological re-statements within Judaism and Christianity. We will examine these reappraisals in such figures as Barth, Tillich; Maritain, Rahner; Rosenzweig, Buber. Ms. Sonderegger

[RE 303 Theories of Religion]

RE 304 Seminar in Jewish Thought Spring

Topic for 1988: *Maimonides (1135–1204) and Spinoza (1632–77)*. A study in Jewish philosophy at the height of the Middle Ages and the dawn of the Modern Period. Texts will be Maimonides' *Guide of the Perplexed*, Spinoza's *Theological Political Treatise*, and sections of the *Ethics*. The seminar will also consider the controversies surrounding the interpretation of Maimonides and Spinoza. (RE 201 or permission.) Mr. Schine

RE 306 From Puritanism to the Gospel of Wealth Spring

This seminar will deal with the transformation of Puritan ideas in the course of American history. The first part of the seminar will be dealing with figures in the 17th and 18th centuries, notably John Cotton and Jonathan Edwards. We will then study how some of their ideas were changed by new interests e.g. with Benjamin Franklin in the revolutionary period and in revivalism of the 19th century, e.g. the work of Charles Finney. The final segment will deal with the Gospel of Wealth represented by Andrew Carnegie and Russell Conwell.
Mr. Ferm

RE 307 Three Americans: James, Dewey and Niebuhr Spring

William James (1842–1910), John Dewey (1859–1952), and Reinhold Niebuhr (1892–1971) each made important original contributions to American liberal, intellectual tradition. This course will explore the origins and nature of their social, moral and religious thought. It will compare their views and consider the ongoing significance of their contributions. Mr. Rockefeller

RE 308 Seminar in American Religious History Fall

The focus of the seminar for 1987–88 will be the contemporary religious scene including the sources for the apparent revival of the Religious-Political Right, recent interpretations by the Supreme Court of the First Amendment and prominent issues in social ethics, specifically the controversy over abortion. Mr. Ferm

RE 309 Seminar in Biblical Studies Spring

The focus of the seminar this year will be the prophetic movement in ancient Israel—its origin, development, and function in Israelite society. Special attention will be given to the pre-exilic prophet Jeremiah, the exilic prophet II Isaiah, and the post-exilic prophet Malachi. By examining these representatives of the three eras of Israelite prophecy, the seminar will seek to discover the roles the prophets played in the shaping of the nation's political and religious life, at crucial turning points in its history. (Permission.) Mr. Yarbrough

RE 310 Seminar in Christian Theology Fall

Topic for 1987: *Dietrich Bonhoeffer: his Life, Thought, and Enduring Influence.* Bonhoeffer, a brilliant young German theologian of the 1930's and early 1940's, participated in the Resistance against Hitler and the Nazis, was arrested by the Gestapo in 1943, was imprisoned and finally executed in April 1945. His works, especially those written from prison during World War II, have received mounting attention because they challenge so many of the secular and religious assumptions of modern society. Readings will include major works by Bonhoeffer, commentaries and criticisms of his thought, and his biography by Eberhard Bethge. Mr. Scott

RE 311 Buddhist Philosophy Spring

The topic of the seminar will be the *Heart Sutra*, a text famous throughout Asia for its potent proclamation of the doctrine of emptiness. Through a study of Indian, Tibetan, Chinese and Japanese commentaries on the text the seminar will seek not only to illuminate the meaning of the *Heart Sutra* but also to determine the functions of commentary in Buddhist philosophy. (Permission.)
Mr. Lopez

RE 312 Buddhist and Christian Enlightenment Fall

A survey of Buddhist Enlightenment and wisdom themes and their possible use in Christian theology. Focus on Madhyamika philosophy of Nagarjadna, early Christian patristics (Gregory of Nyssa), and modern deconstruction theologians. (Permission.)
Mr. Keenan

RE 314 Seminar in Christian Origins Fall

This year the topic of the seminar will be a tale of three cities: the emergence of Christianity in three important urban centers of the Greco-Roman world: Corinth, Antioch, and Rome. It will examine how the differing political, religious, and cultural forces of these three cities affected the formation of the Christian communities in them. Readings for the seminar, both primary and secondary, will be wide-ranging. They will deal with the description of the cities, aspects of daily life, varieties of religious experience, and the ways these influenced early Christian belief and practice. (Permission.)
Mr. Yarbrough

RE 340 Seminar in the History of Religion Spring

The topic for the seminar is death in Eastern and Western thought. The course will explore the phenomenon of death and its meaning in the religious and philosophical traditions of Asia and the West. The course will follow a chronological sequence, beginning with antiquity where the *Epic of Gilgamesh*, Plato, and Seneca will be read. From there, the confrontation with death in the great religions will be analyzed ending with contemporary articulations of the problem of death in the works of Feuerbach, Tolstoy, Freud, and Sartre. (Permission.)
Mr. Lopez

RE 500 Independent Research Staff

RE 700 Senior Research for Honors Candidates Staff

With permission, the following cognate courses may be credited toward the requirements for the religion major.

CL 105 Introduction to Hebrew

CL 206 Intermediate Hebrew

HI 328 The Reformation

PA 213 Philosophy of Religion

PA 253 Confucianism and the Confucian Tradition in East Asia

SA 308 Sociology of Religion

SA 380 Anthropology of Religion

*Foundations Course

RUSSIAN

Professors: Robert Baker (chair), Thomas Beyer *Assistant Professors:* Ann Marie Basom, Kevin Moss *Visiting Assistant Professor:* Karen Black *Lecturers:* Alexandra Baker (at Middlebury in Moscow), Judith Olinick

The following courses taught in English by the Department of Russian are open to majors in other departments: *RU 151, Russian Literature's Golden Age; *RU 152, Revolutionary Literature in a Revolutionary Society: Russian Modernism; RU 351, Dostoevsky; RU 352, Tolstoy; RU 353, Russian Theater; RU 354, Chekhov; RU 356, Russian Literature of the 60's and 70's.

Formal admission to the major program is attained through satisfactory grades in RU 151, RU 152, RU 201 and RU 202 or through satisfactory scores on a qualifying examination. The qualifying examination will cover all language skills and a general knowledge of Russian literature and culture from its beginnings to the present.

Students of Beginning Russian will take a continuation course during winter term.

Prospective majors are strongly urged to take an intensive Russian course during the winter term following RU 201.

Normally a *major program* will consist of the following courses in addition to the qualifying courses listed above: RU 301, RU 302, RU 311, RU 321 and three other courses including RU 704, Senior Seminar. Students may meet some of the above requirements by attending Middlebury's Russian School or Middlebury's School in the Soviet Union (located at the Pushkin Institute in Moscow). Each student's program will be planned individually in consultation with the department chair.

The *Senior Program* will consist of a seminar taken during the senior year. Students with an over-all B average and a B+ average in Russian courses will be encouraged to prepare an Honors thesis under the supervision of a faculty member. The final typed copy of the thesis will be due no later than April 20 of the year of graduation. The level of Honors will be determined by the grade on the thesis according to the following scale: A (Highest Honors); A− (High Honors); B+ (Honors).

All seniors will be expected to take proficiency tests in speaking, listening comprehen-

sion and reading comprehension toward the end of their final year of study.

Students majoring in Russian should plan on having a second strong field of concentration. Students planning to teach should have a second language, preferably through at least the third year of study. Students planning careers in government, finance, commerce, etc., are strongly advised to have strong concentrations in one of the following fields: economics, geography, history, or political science. The Russian and Soviet Area Studies program or a joint or double major with one of these areas of study makes a particularly strong program.

Since the fall semester of 1977 Middlebury has operated a semester-long program of intensive language study at the Pushkin Russian Language Institute in Moscow. Students anticipating applying for this program should begin planning their entire undergraduate program early. Interested students should consult with the chairman as early as possible concerning this program.

Students interested in the teacher certification program should consult with the chairman of the department and with the Director of Teacher Education at an early date to avoid conflicts in scheduling the required courses.

RU 101 Beginning Russian Fall

Four-skills approach to provide a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing and a conscious understanding of the fundamentals of grammar provide a firm foundation for work in advanced courses or for reading in specialized fields. Seven class meetings per week (two lecture sections, five drill sections) and intensive use of the language laboratory. Mr. Baker and Staff

RU 102 Beginning Russian Spring

Continuation of the approach used in RU 101, but with increased emphasis on reading. (RU 101 or equivalent.) Seven class meetings per week (two lectures, five drill sections) and intensive use of the language laboratory. Mr. Baker and Staff

RU 104 Russian for Reading Spring

Continuation of Beginner's Russian for those interested in Russian as a research tool. Decreased attention to active skills and increasing attention to reading, culminating in some reading in a student's field of specialization. (This course does not serve as a prerequisite for more advanced courses in Russian.) (RU 101 or equivalent.) (Offered only upon request made no later than October 15 of the fall semester.) Staff

***RU 151 Russian Literature's Golden Age (1830–1880) (In English)** Fall

The purpose of this course is to acquaint students with the history and development of Russian Literature from Pushkin to Tolstoy and with the critical reaction to that literature. The basic methods of the course will be class discussion supplemented by a few brief lectures on the literary and cultural background of Russia. It is hoped that the course will provide the students with an ability to enter the magical world of manipulation utilized by the Russian authors to circumvent the powers of Russian censorship. A variety of topics will be discussed, including economics, sociological, philosophical and historical considerations, but always as they relate to the unique literariness of the texts. The end results should enable the student to achieve sophistication in literary techniques, as well as an awareness of the Russian experience. No knowledge of Russian is required. Mr. Beyer

***RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism (1880–Present) (In English)** Spring

The purpose of this course is to introduce students to the exciting new experiments of Russian authors who found themselves competing against and reacting to the masters of Russia's Golden Age. Classroom discussion supplemented by brief lectures will focus on outstanding works (largely unknown and untranslated until this decade) which are representative of the various styles and techniques developed to give new life to the Russian literary experience. Examples will be chosen from Decadence, Symbolism, Civil War, Constructionism, Utopian, Five Year Plan, War Communism, Socialist Realism, Thaw and Protest literatures. The emphasis will be on excellent literature rather than on the traditional approach to the Soviet classics. No knowledge of Russian is required. Mr. Beyer

RU 201 Intermediate Russian Fall

Systematic review of grammar and development of the spoken and written skills attained in Beginner's Russian. Five class meetings per week and use of the language laboratory. (RU 102 or equivalent.) Ms. Black

RU 202 Intermediate Russian Spring

Continuation of approach used in RU 201. Reading of contemporary Russian texts, conversation and written assignments in Russian based on reading assignments. (RU 201 or equivalent.) Five class meetings per week and use of the language laboratory. Ms. Black

RU 301 Russian Conversation and Composition Fall

Systematic review of the fundamentals of Russian grammar combined with the development of oral fluency and freedom of self-expression in speech and writing. (RU 202 or equivalent.)
Ms. Black

RU 302 Russian Conversation and Composition Spring

Continuation of development of oral and written fluency and correctness. Ms. Black

RU 311 Masterpieces of Russian Literature Spring

Reading in the original of select works from Old Russian Literature and 19th century writers. Readings in both English and Russian on Russian culture and civilization. Classroom discussions, oral and written reports in Russian (RU 202 or equivalent.) Mr. Moss

RU 321 Soviet Man and His World Fall

Readings in both Russian and English on Soviet culture and civilization. Classroom discussions, oral and written reports in Russian. (RU 202 or equivalent.) Mr. Moss

[RU 351 Dostoevsky (In English)]

RU 352 Tolstoy (In English) Fall

A study of the major works of the literary giant of Russia and the world. The major emphasis will be on discussions of Tolstoy's novels with background lectures on material not available to non-Russian scholars. No knowledge of Russian is required. Ms. Basom

RU 353 Russian Theater (In English) Spring

An overview of Russian theater, from its beginnings in the folk and puppet theater of the Ukraine to modern Soviet drama. Offerings will include the plays of classic 19th century writers such as Gogol, Pushkin, Ostrovsky and Tolstoy; Chekhov and some of his lesser-known contemporaries; experimental works of the Revolutionary era; contemporary Soviet works. No knowledge of Russian is required. Staff

[RU 354 Chekhov (In English)]

[RU 356 Russian Literature of the 60's and 70's]

RU 401 Advanced Language Study Fall
Mr. Baker

RU 402 Advanced Language Study Spring
Staff

RU 500 Advanced Studies in Language and Literature Fall, Spring

Supervised individual study for highly qualified students. Staff

RU 700 Senior Independent Study Project Fall, Spring
Staff

RU 704 Senior Seminar Fall, Spring

Topic to be announced. (Senior majors.)
Mr. Beyer

See also Division of Foreign Languages.

*Foundations Course

RUSSIAN AND SOVIET AREA STUDIES PROGRAM

Participating Faculty: Thomas Beyer, Acting Director (Russian), Robert Baker (Russian), Ann Marie Basom (Russian), Karen Black (Russian), Richard King (History), Michael Kraus (Political Science), Ronald Liebowitz (Geography), Kevin Moss (Russian), Judith Olinick (Russian), Olin Robison (Political Science)

A major in the Russian and Soviet Area Studies program seeks to combine proficiency in the Russian language with a solid interdisciplinary background in each of the social science disciplines that specialize in this important region, history, political science, and geography. Students who major in this field will be expected to do senior work in one of these fields utilizing their language skills.

Language Requirements: The Russian and Soviet area studies major will be expected to acquire basic language proficiency in Russian. Course work in Russian may be taken at Middlebury during both the regular academic year and in Middlebury's summer intensive program.

Formal admission to the program is dependent on satisfactory grades in either RU 201 and RU 202 or a special qualifying examination. Beginning students of Russian will be expected to take a continuation course during the winter term of their first year. Prospec-

tive majors are also encouraged to take an intensive Russian course during the winter term following RU 201. It is expected that majors in this program will also attend Middlebury's School in the Soviet Union (located at the Pushkin Institute in Moscow).

Departmental Honors: Students who have a B average or better in their courses in the program may elect to seek Honors by writing a senior thesis (RS 700). The thesis will normally begin as a senior seminar paper written in the fall semester of the senior year. Students who spend the fall of their senior year in Moscow can fulfill this requirement by taking a seminar offered in the program or an independent project (RS 500) in the spring of their junior year. Students may also choose to write a two semester senior thesis (RS 700). Normally, thesis proposals should be submitted for approval to the program during the winter term of the senior year. If approved, the student will register for RS 700 during the spring term. Honors are conferred or denied on the basis of the thesis grade, following an oral examination.

Course Requirements: The program offers two paths to the major. However, most students will be expected and encouraged to choose option A. Under this option, students will take 3 years of Russian language, will study for one semester in the Soviet Union, and will complete at least 6 courses in the social sciences (7 if they are candidates for Honors). Only those who are unable to study in Moscow will take option B.

OPTION A:
Language: RU 101, RU 102, RU 201, RU 202, RU 301, RU 302; 1 semester at the Pushkin Institute; and at least 6 additional courses including:

(a) GG 222, HI 247, PS 227 (under normal circumstances, these courses should be taken before going to the Soviet Union);

(b) plus 3 additional courses including a seminar (4 if a candidate for Honors) chosen from GG 422, HI 248, HI 404, PS 328, PS 408, PS 414, RU 704, RS 500 or RS 700.

OPTION B:
Language: RU 101, RU 102, RU 201, RU 202, RU 301, RU 302 and at least 8 additional courses including:

(a) GG 222, HI 247, PS 227

(b) plus 3 courses including a seminar (4 if a candidate for Honors) chosen from GG 422, HI 248, HI 404, PS 328, PS 408, PS 414, RU 704, RS 500 or RS 700

(c) RU 151 or RU 311 (in Russian), RU 321 (in Russian).

Courses in section (b) of both options A and B may vary from year to year depending on staffing. They may also be supplemented by winter term courses offered both by faculty participating in the program and other faculty members, where appropriate. On occasion, a winter term course may also be offered in the Soviet Union.

This program fulfills the concentration requirement. Students are encouraged, however, to take as broad a range of courses as possible when fulfilling their degree requirements.

Course listing:

EC 330	**Comparative Economic Systems**
GG 222	**Contemporary Geography of the Soviet Union**
GG 422	**Topics in Soviet Geography**
HI 247	**Russian History to the Great Reforms**
HI 248	**Russian History from the Great Reforms to the Present**
HI 404	**The Soviet Union**
PS 227	**Soviet Politics**
PS 328	**Comparative Communism**
PS 408	**Seminar on United States-Soviet Relations**
PS 414	**Soviet and East European Politics**
RU 101	**Beginning Russian**
RU 102	**Beginning Russian**
RU 201	**Intermediate Russian**
RU 202	**Intermediate Russian**
RU 301	**Russian Conversation and Composition**
RU 302	**Russian Conversation and Composition**
RU 151	**Russian Literature's Golden Age (1830–1880) (in English)**
RU 311	**Masterpieces of Russian Literature**
RU 321	**Soviet Man and His World**
RU 704	**Senior Seminar**

For a complete description of these courses see the course descriptions listed under the appropriate departments.

RS 500	**Independent Project**
RS 700	**Senior Thesis**

SOCIOLOGY/ ANTHROPOLOGY

Professors: David Andrews, Rudolf Haerle (chair) *Associate Professor:* Margaret Nelson *Assistant Professors:* Ellen Basu (on leave fall and winter terms), Frank Fairfax, David Napier (on leave all year), E. Burke Rochford

The Department of Sociology/Anthropology has the unique feature of combining two disciplines within a single departmental major. We encourage students to take full advantage of this opportunity to develop a perspective for the systematic analysis and understanding of human behavior. Based on the empirical findings of the closely related disciplines of sociology and anthropology, this perspective is inherently comparative, such that the department is concerned with the impact of culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts, and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience and sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Required for all sociology/anthropology majors: A minimum of ten fall and spring term courses will constitute the major. The core of the departmental major consists of five required fall and spring courses (SA 103, SA 105, SA 205, SA 301 *or* SA 302, and SA 700 *or* SA 710) which emphasize basic concepts, theory, and research methods. Beyond these specific courses, each student may choose 5 to 9 electives from the variety of substantive courses offered by the department, no more than two of which may be 100 level courses.

Ideally, students should take the Research Process course (SA 301 or SA 302) in their junior year in order to prepare themselves for their senior research and writing project. If a major anticipates being away during all or part of the junior year, the Research Process course should be taken during the sophomore year.

Joint major: There is an established sociology/psychology joint major. Consult the respective department chairmen for details.

International Major: SA 103, SA 105, SA 205, SA 301 or 302; courses in sociology/anthropology at a Middlebury School Abroad or an approved equivalent; SA 700 or SA 710 plus an advanced course in the Language Department. Minimum of ten courses.

Senior Program: The senior program consists of *either* a one-semester senior essay (SA 700) *or* a two-semester senior thesis (SA 710). Normally the latter is carried out during the fall and winter terms. The senior essay should be written in the fall term. Variations from these patterns are possible only by permission of the department.

A special senior seminar (for both SA 700 and SA 710 students) will be conducted in the fall semester. Its purpose will be to consider recurring research and writing problems.

Departmental Honors: Only students who elect to write a senior thesis (SA 710) become eligible for departmental Honors. To achieve Honors, one must do superior work on both the senior thesis *and* course work in the department. Specifically, the level of Honors will depend upon (a) achieving a minimum of a B average in all sociology/anthropology courses and (b) the final thesis grade: B+ = Honors; A− = High Honors; and A or A+ = Highest Honors.

INTRODUCTORY COURSES

SA 103 Selected Topics in Socio-Cultural Anthropology Spring

This course introduces students to the varieties of human experience in social life and to the differing approaches and levels of analysis used by anthropologists to explain it. Topics include gender roles and kinship, linguistic and belief systems, power and authority, and the organization of production. Ethnographic examples are drawn chiefly from non-Western societies, from simple bands to great agrarian states. The ultimate aim is to enable students to think critically about the bases of their own culture and about practices and beliefs previously unanalyzed and unexamined.

Ms. Basu

***SA 105 Social Man and Social Order: Issues in Freedom and Constraint** Fall

How is social order possible? What is the nature of society? What is the relationship between the individual and society? Is the individual free to behave as he or she wishes? In attempting to answer these questions, we shall explore the sociological perspective, with its debunking motif, as a unique form of consciousness. To explicate this perspective, emphasis will be given to the original writings of Karl Marx, Max Weber and Emile Durkheim. Their ideas will be applied to selected contemporary social problems. (This course serves as an introduction to sociology.) Mr. Haerle

[SA 170 Anthropology through the Arts]

SA 180 The Anthropology of Religion Fall

In this course religious practices and beliefs are examined in their cultural diversity. The topics to be covered include the social and personal functions of religion; religious specialists; rituals; narratives such as myths; the converging of different traditions and syncretisms; and the forces which transform a religion through time. Ethnographic examples will be drawn from tribal religions, world religions and also contemporary cults.

Ms. Narayan

SA 190 The Evolution of Humans and Prehistoric Cultures Fall

The aim of this course is to develop the critical analytic abilities of students. This is done by looking at explanations for how humans came to be the way we are as biological and sociocultural beings. We do this from an evolutionary perspective, paying particular attention to explanations of how our ancestors passed the following seven major milestones in our evolutionary past—1) the appearance of primates, 2) the move from the forest to the savanna, 3) the adoption of bipedalism, 4) the elaboration of human culture on the basis of the hunting-and-gathering, food-sharing, and tool-making complex, 5) the gradual development of locally adapted subsistence strategies and cultural diversity, 6) the emergence of agriculture, and 7) the founding of cities and states. 2 hrs. lect., 1 hr. disc., 1 hr. film.

Mr. Andrews

***SA 191 Introduction to Women in Social Thought** Fall

An understanding of the manner in which the distinctions between the sexes serve as a basic organizing principal within human societies is essential to all social scientific investigations. This course will offer students an introduction to how social thinkers have dealt with this issue. First, we will examine explanations for and assumptions about sexual differentiation in the writings of major Western thinkers. Second, the contributions of contemporary social scientists to our understanding of women's secondary status will be studied. Third, a brief history of women in America will be covered. Fourth, we will evaluate several varieties of feminist thought. Ms. Nelson

THEORY AND METHOD

SA 205 Topics in Social Thought—Stability and Change Fall

Sociologists and anthropologists show similarities as well as differences in their approaches, though their goals are basically the same: ultimately, the description and analysis of human society. We shall compare approaches to common problems in the two disciplines and we shall see how differing use is made of common concepts. The differences between the two disciplines will be examined, but throughout the emphasis will be on synthesis and integration. This year's topic will be change and stability within the frameworks of a variety of Sociological and Anthropological theories.

Ms. Nelson

SA 301 The Research Process—Sociology Spring

Introduction to the basic tools of sociological research from problem formulation (including the relationship of concepts, hypotheses and theory) through strategies of design and data collection, to the analysis and presentation of results. Exposure to interviews, structured observation and participant-observation. Concentration on the survey approach, with the entire class conducting an actual sample survey. Submission of the senior thesis or senior essay proposal. Strongly recommended for juniors. (SA 105 or permission.) Mr. Haerle

SA 302 The Research Process—Anthropology Fall

The aim of this course is to prepare the student to conduct research, to evaluate and present research in a scholarly manner and to critically evaluate the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structural and open-ended interviews and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors. (SA 103 or permission.) Mr. Andrews

SOCIAL ORGANIZATION AND COMPARATIVE INSTITUTIONS

[SA 304 Women, Culture and Society]

SA 307 Social Movements and Collective Action Fall

An analysis of the range of factors which influence the emergence and development of social protest, social movements, rebellion and revolution. Topics to be considered include: the generation and mobilization of discontent; recruitment and participation; member commitment; tactics and strategy; revolutionary situations and outcomes; collective violence; and, the factors which influence the success and failure of movement organizations and collective action in general. Emphasis will be placed on critically analyzing alternative approaches and theories of social movements and collective action (i.e., self-interest/deprivation, participation gratification, traditional collective behavior, and resource mobilization). Empirical studies will be used throughout the course. Mr. Rochford

[SA 308 Sociology of Religion]

SA 315 Sociology of Education Spring

An examination of education as both a social institution and social process. Topics include the relationship of education to socialization, the social psychology of learning, the relation of educational institutions to other social structures, the influence of culture on moral education, the bearing which factors such as family background, sex and ethnicity have on the quality and content of the schooling process, the relation of various methods and types of education to the surrounding environment and the actual and potential role of education as an agent for social change. The substantive focus will be on American society. (SA 105 or permission.) (This course will receive Teacher Education credit.) Ms. Nelson

[SA 316 The Sociology of Youth]

SA 345 Work, Leisure and Sport Spring

Major focus on work as a social and organizational phenomenon from two complementary points of view: 1) the sociology of occupations and professions, stressing careers, the process of professionalization, and autonomy vs. bureaucratic structure, and 2) industrial sociology, with emphasis on alienation and the conflict of formal and informal structures. Implications of change in the meaning and organization of work for problems of leisure and sport. (SA 105 or permission.) Mr. Haerle

[SA 370 Sociology of Inequality]

SA 385 Medical Sociology Spring

An introduction to the social organization of modern medical institutions such as hospitals, clinics and rehabilitation agencies. Problems of communication and role relationships among professionals and between patients and medical personnel. The impact of structures and role relationships on the quality and quantity of medical care and on the use of resources will be examined. Analysis of the sick role and the impact on illness. An exploration of man's social activities—economic, residential, familial—in relation to his health. Ms. Nelson

[SA 387 Sociology of Law]

[SA 390 The Sociology of Women]

AREA STUDIES

SA 321 Native Peoples of North America Spring

This course focuses on the aboriginal people of the area extending from northernmost Alaska to the central plateau of Mexico (Aztecs). The social and cultural similarities and differences will be examined in the context of cultural evolutionary theory. Texts are in the form of ethnographies, autobiographies and anthropological novels. 3 hrs. lect, 1 hr. film. Mr. Andrews

[SA 322 Native Peoples of South America]

SA 326 Latin American Culture and Society Spring

An examination of the features that characterize the Latin American cultural area as seen from the anthropological perspective. Although historical data will be considered, the main emphasis is on contemporary Latin America. Particular attention will be paid to urbanization, subcultures, social stratification and value orientations. Mr. Andrews

[SA 330 Perspectives of American Society and Culture]

SA 332 African Peoples and Cultures Fall

Social history and ethnology of peoples and societies, principally of Sub-Saharan Africa. This course examines interrelations among kinship, economy, political organization, religion, oral literature, and expressive arts in adaptations to physical and social environments through the study of ethnographies of representative societies. The realities of the traditional ethnic or language groups, geographical regions and culture areas, histories of colonization, and modern national developments guide our inquiries into the subject. Mr. Fairfax

SA 335 Chinese Society and Culture Spring

China serves as a case study in the anthropological analysis of a complex non-Western society. This course will be a survey of the principal institutions and ideas which form the background to modern Chinese society. Topics covered include family and kinship, religion, political and economic systems, and social change. Materials will be drawn from descriptions of traditional, contemporary (including both mainland and Taiwanese settings), and overseas contexts. Ms. Basu

SA 336 Indian Society Fall

This course examines key aspects of social organization in contemporary India, and the relationship between these institutional structures and their ideological underpinnings. Family life, religious practice, and social and economic organization will be analyzed in both rural and urban settings, and ethnographic examples will attempt to expose students to the great diversity of ethnic and religious groups which comprise Indian society. The course will conclude with a consideration of the effects

of economic change and industrialization on traditional institutions. Ms. Narayan

SOCIAL PROCESS AND SOCIAL PROBLEMS

SA 343 American Community Studies Fall

An examination of the American experience since 1920, as viewed through the participants in various types of communities. Dominant cultural values (and their changes) will be studied in relation to emergent and changing community organization. Within the framework of the folk-urban continuum, consideration of various theories of community formation and development. The influence of industrialization, social class, and ethnicity will be explored in the context of the small town, the urban neighborhood, suburbia, the communal setting and in fiction. Assessment of methodological approaches and problems. Mr. Haerle

[SA 344 Urban Sociology]

SA 352 Social Psychology Spring

A consideration of the interrelationships between the individual and society. In particular, the course will examine the specific mechanisms that bind the individual to society; the societal factors which influence the formation of character or personality; and the implications social character has for social change and/or stability. Mr. Rochford

[SA 354 Race and Ethnicity]

[SA 356 Anthropology of Change and Development]

SA 373 Anthropology of Music Fall

This course examines the phenomenon of music from the perspective embraced by ethnomusicology. This field, which draws heavily from musicology, sociology, and folklore as well as anthropology, considers the part music plays in the culture and social organization of diverse human societies. The class will review general concepts and techniques in ethnomusicology. We will also study specific "music cultures"—involving the verbal and social behaviors, historical contexts, symbolic significances, and processes of creativity associated with musical performances—from the major regions of the world, including our own. Students in this class need not be musicians; an ability to listen to musical examples discriminatingly is required. Mr. Fairfax

SA 382 Symbolic Anthropology Spring

As the anthropological study of symbols and symbolic systems, this course examines the role of symbols in structuring society and expressing social ideas. Special attention will be given to the questions of how symbols are legitimized through the symbolic language of myth and how they act to codify social identity. Staff

SA 388 Deviance Fall

This course will examine various sociological theories, ways of thinking and understandings about the nature of deviant behavior and its causes. Specific forms of deviance to be examined from a variety of theoretical approaches include: mental illness, crime, juvenile delinquency, rape, prostitution, and white-collar and corporate crime. To be considered also are the range of institutions (e.g., the asylum, jail and prison) and agents of social control (e.g., police, the courts, psychiatrists) responsible for processing and treating deviant populations. Emphasis throughout the course will center on what the study of deviance reveals about the nature of society. Mr. Rochford

SA 389 The Sociology of Mental Illness Spring

The course explores a variety of sociological issues and approaches to the study of mental illness. Among the issues considered are: 1) models of "madness" (i.e., medical model, labeling theory, socio-cultural origins of mental disorder); 2) characteristics of and historical trends in the social organization of mental health care (e.g., asylum, therapy, and community-based care); and, 3) contemporary controversies concerning the treatment of mental illness (e.g., deinstitutionalization). Mr. Rochford

SA 500 Advanced Individual Study Fall, Spring

Open to qualified students, by permission. Staff

SENIOR PROGRAM

SA 700 Senior Essay Fall

Under the guidance of a faculty member, a student will carry out an independent, one-semester research project, often based on original data. In addition, a senior seminar, in which recurring problems in writing will be discussed, will be held during the fall semester. The final product must be presented in a written report of 30–45 pages, due at the end of the fall term. Staff

SA 710 Senior Thesis Fall, Winter

Under the guidance of a faculty member, a senior will carry out an independent research project, often based on original data. In addition, a senior seminar, in which recurring problems in thesis writing will be discussed, will be held during the fall semester. Data must be analyzed and presented in a written report of 70–80 pages. Superior performance will be considered for Honors (see information on "Departmental Honors.") Due at the end of the winter term. Staff

*Foundations Course

SPANISH

Professor: Roberto Véguez *Associate Professor:* Alicia Andreu *Assistant Professor:* Eduardo Béjar *Visiting Lecturer:* Judith Liskin-Gasparro

In its program of studies in Spanish, the department of Spanish/Italian is committed to the twofold aim of developing in its students a full command of the language as well as a mastery of a body of knowledge reflecting the rich contribution of the Hispanic peoples to the world's literature and culture. The early courses concentrate on the rapid and thorough development of the fundamental language skills in preparation for the more advanced courses in language, literature, and culture and civilization. Integrated with the department's offerings are the Middlebury Program for juniors in Madrid and the Middlebury Summer Language School of Spanish, including intensive courses from the beginning level. Non-majors are encouraged to take advantage of these opportunities to widen their educational horizons by studying in the context of another cultural milieu. Majors are encouraged to supplement their programs by selecting, in consultation with the department, courses from related areas, such as HI 285, HI 286, HI 411, SA 322 and SA 326.

Major Program: The major consists of a minimum of eleven courses, including the following: 1) SP 300; 2) courses at the 300 level (not including SP 300); and 3) at least one advanced course beyond the 300 level during the senior year. No more than two courses at the 100 or 200 level may be counted towards the major.

Joint Majors: The Spanish component of a joint major will consist of at least seven courses from departmental offerings, with no more than two at the 100 or 200 level. Other requisites include SI 300 and at least one advanced course beyond the 300 level during the senior year.

Programs Abroad for Juniors: In the case of majors, it is the department's expectation that they will spend at least one semester in residence in a Spanish-speaking country. Middlebury offers both year and semester programs in Madrid. Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the Teacher Education Program should consult with their advisers in both areas as early as possible to avoid any conflict in plans. Students planning to go abroad are required to have taken SP 300. The deadlines for applications are November 15 for the following spring semester and March 1st for the following fall semester or year.

Honors: Upon completing an advanced course beyond the 300 level during the fall semester of the senior year, the student may be nominated as an Honors candidate (SP 705). The department will award Honors, High Honors, Highest Honors on the basis of the student's special project completed in SP 705 and his or her previous work in the department.

A Spanish major will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury and study abroad. The special project for SP 705 may be a thesis or a comprehensive examination.

SP 101 Intensive Beginning Spanish Fall

An introduction to the Spanish language that provides a foundation in both spoken and written Spanish. An integrated program, focusing on vocabulary development, conversation practice, and the rapid mastery of basic structures, encourages students to develop skills in a personalized context. Six class meetings per week (three grammar/conversation classes, two drill sections, and one hour of language laboratory).

Ms. Liskin-Gasparro, Mr. Véguez

SP 102 Intensive Beginning Spanish Winter

A continuation of SP 101, required for enrolling in SP 103. Mr. Béjar and Staff

SP 103 Intensive Beginning Spanish Spring

A continuation of SP 102. Emphasis on increased oral proficiency in the language through continued conversation, vocabulary development, and mastery of structures. Films, Spanish-language television, and short contemporary prose and poetry selections will be used to strengthen students' listening and reading comprehension and enlarge their view of Hispanic life and culture. Six class meetings per week.

Ms. Liskin-Gasparro and Staff

[*SP 130 Latin American Literature: Chronicles of Change]

SP 201 Intermediate Spanish Fall, Spring

A course designed to consolidate the skills attained in SP 101–102 or its equivalent. Readings, discussions and compositions.

Ms. Liskin-Gasparro

SP 219 Self-Expression in Spanish Fall, Spring

A middle course for students seeking to perfect their command of Spanish. The course will consist of oral and written assignments on a variety of topics chosen to increase the student's control of the structures and vocabulary of the language. The course will also include a thorough review of grammar at a fairly advanced level.

Mr. Béjar and Staff

SP 220 Spanish Conversation Fall, Spring

An intermediate course designed to perfect the student's fluency in spoken Spanish through a carefully structured program leading gradually into free conversation on topics of broad general interest. The course is based on a variety of materials, including articles from current Spanish and Spanish American magazines and other media. (SP 219 or equivalent.) Ms. Liskin-Gasparro and Staff

[*SP 231 Captains, Kings and Caudillos (in English)]

SP 300 An Introduction to the Study of Hispanic Literature Fall, Spring

An advanced language and literature course designed to perfect skills in literary analysis and critical writing. The work will be based on the reading of a number of outstanding works in prose and poetry. Frequent short, critical essays will complement the reading and provide the student with practice in writing. (SP 219 or equivalent.)

Mr. Béjar, Mr. Véguez

(SP 300, its equivalent, or permission of the instructor is a prerequisite for all other 300-level courses.)

SP 301 The Literature of Spain from the Middle Ages to the Present Spring

An introduction to the masterworks of Spanish literature from the Middle Ages to the Civil War. The course will consist of two weekly lectures on the historical and cultural background of the period under study, and a weekly discussion on the literary work that best represents it. Students will be required to do class presentations, and to write papers. (SP 300 or permission from the instructor.) This course is recommended for students who wish to go to Spain with the Middlebury program.

Mr. Véguez

SP 303 The Literature of Spanish America from the Colonial Period to the Present Fall

The development of Spanish American letters from its origins in the writings of the *conquistadores* to the avant-garde literature of the present.

Staff

[SP 330 Latin American Civilization]

SP 402 Cervantes y el "Don Quijote" Spring

A detailed discussion and analysis of the *Quijote* with additional readings from major literary and cultural sources. (Senior majors.) Mr. Véguez

[SP 434 Teatro hispanoamericano moderno: Cuestion de Libertad]

SP 435 Ficción y modernidad en Hispanoamérica Fall

According to Octavio Paz, the will to transgress, rupture and contravene constitutes the basic drive underlying our culture and cult of the modern. We will examine the spirit of modernity as it is expressed in the fictional context of major Spanish American novelists, from the turn of the century to the present time. Readings will include novels by Silva, Asturias, Cortázar, García Márquez, Puig and Arenas. Mr. Béjar

[SP 440 Anti-Slavery Literature in Spanish America]

[SP 442 Latin American Women Writers: Expanding the Canon]

SP 446 History and Fiction in Contemporary Spain Fall

The Spanish Civil War and its representation in fiction. Through the study of key historical and literary texts plus films, this course will seek to provide an understanding of the ambiguous relationship between history and fiction. Authors will include White, Jackson, Cela, Laforet, de la Mora, Goytisolo and Delibes. Ms. Andreu

[SP 450 Women in Hispanic Literature]

SP 500 Independent Study Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

SP 705 Seniors Honors Project Spring

I. **Honors Thesis for Spanish/Italian majors**
Requirements:

1. A student with a departmental average of B+ and senior work of B+ or better may initiate the procedure for an Honors Thesis proposal.
2. The student should have a topic which he/she wants to develop into an Honors Thesis.
3. The topic should derive from studies and experiences in the Hispanic/Italian fields at Middlebury.
4. The student submits a thesis proposal with a bibliography to a prospective adviser in the department by *November Ist.*
5. If the subject matter is deemed viable by the adviser, the proposal will be reviewed by the department.
6. Students will be notified of their grade in the senior course the week after Christmas.
7. Final proposals are to be submitted by the second Friday of winter term.
8. The due date for the first draft of the thesis is April Ist.
9. The due date for the final copy of the thesis is the last day of classes.
10. The department nominates a second reader for each thesis project. The second reader will participate in the correction of and commentary on the first draft. The two readers will agree on the grade for the final draft. In case of a discrepancy, the department chair makes the final decision.

II. **Written Comprehensive Examinations for Spanish/Italian majors**

A. Rationales: The examination option allows the student to cover a wide range of topics, historical periods, and genres, and to fill in gaps not covered in his/her courses.

B. The Examination:

1. A student with a departmental and overall academic average of B+ and senior work of B+ or better may initiate the procedure for a Comprehensive Examination.
2. The student must submit a request to the advisor by November 1st. The student will then discuss with the adviser a plan of study consisting of the following: a discussion of the reading list, a reading schedule, and a schedule of meetings with the adviser and/or other department members, according to the latter's specializations.
3. The written exam will be taken on or before April 15. For Spanish majors, the exam will be evenly distributed between Latin America and Spain. Each department member will submit a question according to his/her specialization.
4. The Italian section of the department nominates a second reader for each examination, and the two readers agree on the grade. In case of a discrepancy, the department chairman makes the final decision.
5. In case of failure on the Comprehensive Examination, the student may receive credit for SP 500, contingent upon the approval of both readers and the chair.

*Foundations Course

TEACHER EDUCATION

Associate Professor: Richard Dollase (chair)
Lecturers: Joanna Hall, Betsy Thurber

While the Teacher Education Program is not a major, successful completion of all the requirements of the program will be registered on the student's transcript as a concentration. The program offers students opportunities to study educational issues and to prepare themselves as elementary or secondary teachers. Upon graduation, students who have successfully completed one of the programs described below are certified to teach in the State of Vermont, whose certificate is recognized by the following states. (However, some states now require a teacher competency examination before certification will be granted.)

Alabama
California
Connecticut
Delaware
Florida
Hawaii
Idaho
Indiana
Maine
Maryland
Massachusetts
Michigan
Nebraska
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
South Dakota
Utah
Virginia
West Virginia
District of Columbia
Overseas Dependent Schools

The initial Vermont professional certificate is probationary for a three-year period. After successful completion of three years of teaching, a continuing certificate is issued. Holders of the initial Vermont certificate who are teaching in another state must qualify for a regular professional certificate according to the requirements of that state.

Students interested in earning teacher certification should notify the Teacher Education office of their interest as early as they can, preferably by the fall of sophomore year.

Planning ahead will avoid conflicts later on. Students should plan on devoting a full term (4 course units) to their student teaching and their study of teaching methods.

Requirements for elementary certification (K-6):

1) One term of college science or advanced placement in science.
2) A one-term course in the foundations of education. (Either PY 225 Child Psychology or TE 201: Critical Issues in American Education.)
3) A one-term course on the methods and materials of teaching reading, language arts and the social studies at the elementary school level. (TE 205.)
4) A one-term course on the methods and materials of teaching mathematics and science at the elementary school level. (TE 210.)
5) A Winter Term course on the methods and materials of teaching the arts and music at the elementary school level.
6) The professional semester:
   TE 404 Curriculum Development in Elementary Education. (Seminars/Workshops in the arts, physical education and health education.)
   TE 405–406–407 Student Teaching in the Elementary School.

Requirements for secondary certification (7–12):

1) A major or its equivalent in a discipline which coincides with a subject taught widely in public secondary schools is necessary for teacher certification. Middlebury College presently recommends students for secondary-level certification in the following areas: English, French, German, Russian, Spanish, Mathematics, Biology, Chemistry, Geology, Physics, Earth Science, Science, History and the other social sciences. Students who intend to major in the social sciences or who wish double certification should consult with the Director of Teacher Education as early as possible in their college careers.
2) A one-term course in the foundations of education. (Either TE 201: Critical Issues in American Education or TE 202: Issues in Adolescent Development.)
3) A one-term course on the methods and materials of teaching reading and study skills in secondary school subjects. (TE 220.)
4) The professional semester:
   TE 414 Problems and Methods of Secondary Education.
   TE 415–416–417 Student Teaching in the Secondary School.

The following Foundations of Education Courses are highly recommended:
PA 210 Philosophy of Education (See Philosophy)
SA 315 Sociology of Education (See Sociology/Anthropology)

TE 201 Critical Issues in American Education Fall

A study of persistent problems and ethical issues in educational practice with emphasis on the developmental process and on how children reason and learn. Case materials and readings will focus on such issues as the best way to promote cognitive development and moral education, alternative schooling, minimum competency testing, school discipline, censorship, desegregation and the rights of teachers/students and the handicapped. Field work/research required of those planning to student teach at the secondary level. Mr. Dollase

TE 202 Issues of Adolescent Development Spring

Multiple perspectives on the physical, cognitive and psychosocial transitions related to adolescent development. Drawing upon cross disciplinary studies from psychology, sociology and the field of education, topics considered include adolescent peer culture, adolescent prejudice, new male/female roles, gifted education, juvenile delinquency and learning styles and learning problems of the adolescent. Field work is required for those planning to teach at the secondary school level.

Mr. Dollase

TE 205 Methods of Teaching Language Arts in the Elementary School Spring

An introduction to curriculum theory and design in language arts and social studies. In addition to the three hours of weekly class, students spend two to three hours per week observing elementary school classes in the Middlebury area.

Ms. Hall

TE 210 Methods of Teaching Mathematics and Science in the Elementary School Fall

An examination of current trends in content, methods and materials of elementary school mathematics and science. In addition to the three hours of weekly seminars, students spend two to three hours per week observing in elementary school classes in the Middlebury area. Ms. Hall

TE 220 Teaching Reading and Study Skills in Secondary School Subjects Fall

An introduction to curricular and instructional theory as it relates to the teaching of reading and study skills in the secondary school content areas. In addition to the weekly seminar, students are expected to spend two or more hours per week observing and tutoring in secondary schools in the Middlebury area. Mr. Dollase, Ms. Thurber

TE 305 Contemporary Topics in Higher Education Spring

An analysis of the major issues relating to institutions of higher education. Specific seminar topics include selective admissions, the value of college education, college athletics, grading and evaluation, academic freedom and tenure, financing higher education, and governance and power. (Open to sophomores, juniors and seniors.)
Mr. Dollase

TE 404 Curriculum Development in Elementary Schools Fall, Spring

Concurrent with elementary student teaching, this course is designed to provide guidance in curriculum development and its implementation in the classroom, and to explore some of the issues related to the teaching process and profession. Methods and materials in the teaching of health and physical education will also be considered. (Corequisite: TE 405–406–407.) Ms. Hall

TE 405–406–407 Student Teaching in Elementary Education Fall, Spring

A semester-long practicum in a local elementary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 404.) Staff

TE 414 Problems and Methods in Secondary Education Fall, Spring

The purpose of this course is to extend the study of general methods of teaching in the secondary schools and to provide study in the curriculum and special methods of specific teaching fields. (Corequisite: TE 415–416–417.)
Mr. Dollase, Ms. Thurber

TE 415–416–417 Student Teaching in the Secondary School Fall, Spring

A semester-long practicum in a local secondary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 414.) Staff

Field Experience in Teacher Education: The Teacher Assistant Program.
Winter Term only

This is an elective course designed to provide practical, in-school experience for students who are interested in exploring the possibility of a career in education. Students will be assigned to work as Teacher Assistants on the elementary or secondary level, usually within the local schools, although arrangements can be made to work in other locales.

THE PROFESSIONAL SEMESTER

Admission to the professional semester is by application only. Application forms may be obtained in the Teacher Education office. Students who intend to student teach during the fall semester must submit their completed applications no later than March 15th of the previous semester. Students who intend to student teach during the spring semester must submit their completed applications no later than October 15th of the previous semester. In order to be assured of a positive recommendation for certification, students must complete the student teaching experience (TE 405, 406, 407, or TE 415, 416, 417) with a grade of at least B.

The Ninth Semester Program. Students who wish to gain teacher certification but are unable to complete the professional semester during their undergraduate years, may apply to undertake student teaching the semester immediately after their graduation. To be eligible, students must complete all prepracticum course requirements and meet the prerequisites for acceptance into the professional semester (see below). Tuition fee is $1000. In addition, students will be expected to live off-campus and to provide for their own housing and meals. There is no financial aid available for completion of the ninth semester.

Prerequisites to the professional semester are as follows:

Demonstrated competence in writing, speaking, mathematics, and mastery of the subject matter as attested by:

—successful completion of a freshman writing course;

- —assessment by the Teacher Education Program staff of a student's language facility and articulateness in methods and materials courses;
- —achievement of a score of 500 or more on the mathematics section of the Scholastic Aptitude Test or passing a basic skills test in mathematics;
- —assessment by the department chairman in the student's major (secondary) or by the appropriate liberal arts faculty and the Teacher Education Program staff (elementary).

Demonstrated intellectual competence as attested by one or more of the following:

- —an overall B average the semester before student teaching;
- —a B average in field of major studies before student teaching;
- —review by the Teacher Education Program Committee of the applicant's transcript and letters of evaluation by the department chairman (or designate) in the major and by other liberal arts professors. The recommendation of the Teacher Education Program Committee will be submitted to the Vice President for Academic Affairs for final approval.

Demonstrated commitment and personal qualities needed for a successful career in teaching as attested by:

- —satisfactory performance in field work in the school as an observer, tutor or teacher assistant;
- —a sincere interest in undertaking student teaching and considering a career in education that is reflected in a personal statement and in an interview with the Teacher Education Program staff;
- —possession of such personal qualities as concern, enthusiasm, openness, empathy, cooperativeness and flexibility to adapt to new situations as evaluated by the Teacher Education Program staff, cooperating teachers involved in the student's field work and by other faculty at the College.

Also the following course requirements must be completed:

1. For elementary certification, successful completion of TE 201 (or an equivalent course in the foundations of education), TE 205, TE 210, a winter term methods course in the arts and music, and a one-semester course in science.
2. For secondary certification, successful completion of TE 201 (or an equivalent course in the foundations of education) and TE 220.
3. For all certification fields, the Teacher Assistant Program (winter term) is recommended, but not required.

Students accepted for student teaching should register for four courses in the same term as follows:

Elementary Education
TE 404 Curriculum Development in Elementary Schools
TE 405–406–407 Student Teaching in Elementary Education

Secondary Education
TE 414 Problems and Methods in Secondary Education
TE 415–416–417 Student Teaching in the Secondary School

THEATRE, DANCE AND FILM

Professors: Ted Perry (chair), Chandler Potter, Douglas Sprigg *Assistant Professors:* Cheryl Faraone, Arthur St. Leger Grindon, Andrea Olsen, Richard Romagnoli *Visiting Lecturer:* Penny Campbell *Technical Director:* Richard Forman *Assistant Technical Directors:* Bryan Schofield, David Zemmels

MAJOR PROGRAM

The Department of Theatre, Dance, and Film provides intensive exposure to three artistic forms. Students electing a major can expect to pursue acting, directing, design, playwriting, dramatic literature, dance, film study, or video making.

All majors take the following courses: The Creative Process (TH 116), Junior Independent Project (TH 500), Senior Independent Project (TH 700).

In addition to these core courses, students majoring in this department will choose an emphasis in theatre, dance or film.

THE THEATRE EMPHASIS

Designed to encourage creativity, artistic excellence, and a vigorous exploration of the current and historical possibilities for theatrical expression, the theatre program guides students towards an integrated understanding of all aspects of the theatrical ex-

perience while sharpening their creative skills as actors, directors, designers, and playwrights.

Students choosing the theatre emphasis will take Directing I (TH 214), Design (TH 211), and three courses in Drama (see below). Students will also select, in consultation with their advisor, four courses in either Performance or Design (see below).

Drama: Introduction to Drama Study (TH 106), American Drama (TH 216), Modern Drama (TH 226), Twentieth Century Experiments (TH 306), Shakespeare (EL 321), European Drama (EL 111).

Performance: Acting I (TH 102), Acting II (TH 202), Acting III (TH 402), Directing II (TH 224), Voice for the Actor (TH 302), Movement Intentionality (TH 279), Production Studio: Performance (TH 210/220)*, Playwriting I (TH 218), New Plays: Playwright and Directors (TH 228), Spring Rep (TH 419)*.

Design: Design (TH 211), Lighting Design (TH 213), Costume Design (TH 325), Production Studio: Design (TH 219/229)*, Spring Rep (TH 419)*, Art History (AR 101), Studio Art I (AR 209), Studio Art II (AR 210).

(*Only one)

THE DANCE EMPHASIS

Central to the dance emphasis is the development of the creative artist through practice and studies in modern dance technique and choreography, history, theory, and performance. Additional depth and range are achieved through work in theatre, art, music and philosophy. Independent projects in the junior and senior years consolidate learning in special areas of interest.

Dance History (TH 284), Aesthetics (PA 233) and three terms of technique above the 200 level are required for the dance emphasis. Two courses chosen from the regular fall and spring course offerings in the dance program, two performance or design courses in theatre, and one course each in music and art complete the recommended program of study for the dance emphasis.

THE FILM EMPHASIS

The study of film and video are viewed in their broadest cultural implications and as independent art forms. While course offerings stress the historical and critical study of film, opportunities exist for students to make films (using video) in course work and in junior and senior independent projects.

Students who select a film emphasis take Film Form and Film Sense (TH 130) and Film History (TH 231). In addition, majors select, in consultation with their advisor, four additional film courses taught within the department during the regular term. Five additional related courses are required for the film emphasis; they are chosen, in consultation with the student's advisor, from among the college's offerings in 20th Century art, history, political science, literature, theatre, literary criticism, aesthetics, and American culture.

Honors: Students who maintain an average of B+ or better for courses taken within the department are eligible for departmental honors. Honors, High Honors, or Highest Honors will be awarded based upon both the quality of a student's work in courses and the quality of the Senior Independent Project, TH 700.

International Major: Students may choose to pursue an International Major in the department by taking the normal number and sequence of courses for the major, plus two to four courses in the discipline taught in a foreign language at a Middlebury School Abroad or an approved equivalent, plus an advance course in the department of the student's foreign language. Normally the TH 700 project will make use of the student's work in the foreign language.

FRESHMAN WRITING PROGRAM

If the student registers for the freshman writing section, then *TH 130 (Film Form and Film Sense) fulfills the freshman writing requirement.

[TH 106 Introduction to Drama Study]

DEPARTMENTAL COURSES

***TH 116 The Creative Process: Theatre, Dance, Film** Fall, Spring

A working examination of the process by which ideas are created and given shape in theatre, dance, and film. The individual creative experience is explored in terms of working methods and perceptual forms. Lectures, discussions, presentations and readings. Required of all majors in the Department of Theatre, Dance, and Film. (Open to freshmen and sophomores.) Ms. Faraone

TH 408 Interplay: Theatre/ Dance/Film Fall

While theatre, dance, and film use very different media (the body, the voice, language, moving images, sound), they share certain expressive and performance concerns. In this course, students and faculty from all three programs will focus on the interaction of theatre, dance, and film, in order to create a work that combines all three forms.

Mr. Perry, Ms. Faraone, Ms. Campbell

TH 500 Intermediate Independent Project Fall, Spring

In their sophomore year, majors, in consultation with their advisers, will develop projects and submit proposal forms by April 15th of the previous term for those wanting credit in the fall term, by October 1st for those wanting credit in the winter term, and by November 1st for those wanting credit in the spring term. Proposals will conform to *Handbook* "500" course regulations, to the department's *Guidelines for Student Participation,* and to the stipulations in the *Student Director's Checklist,* all of which are available in the Wright Theatre Box Office. Staff

TH 700 Senior Project Fall, Spring

In their junior year, majors, in consultaion with their advisers, will develop projects and submit proposal forms by April 15th of the previous term for those wanting credit in the fall term, by October 1st for those wanting credit in the winter term, and by November 1st for those wanting credit in the spring term. Normally, these projects will combine practical production work with written research and serve as a culmination of the student's four years of study. Staff

THEATRE COURSES

TH 102 Acting I Fall, Spring

Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are required to audition for two departmental shows. (Freshmen and sophomores only, or permission.) Mr. Sprigg, Mr. Romagnoli

TH 202 Acting II Spring

Designed primarily for those students who have had some experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting I are given intensive application to different kinds of dramatic texts. Attention will be given to developing physical and vocal resources and to the specific problems of each individual performer. (TH 102 and permission.)

Mr. Romagnoli

TH 211 Design Fall

Developing visual schemes from the idea through the sketch or model. Class discussion, demonstrations and exercises lead to several design projects by director/designer teams. Students with studio art experience have found this work to be interesting and challenging, but previous training in drawing is not necessary. (TH 116, or permission.)

Mr. Potter

TH 213 Lighting Design Fall

Stage lighting is a unique craft, although it does have areas in common with architectural, film, and TV lighting. This course examines theories applicable to all and design practice for the stage, leading to the planning and preparation of the light plot. Also includes studio experience relating theory to practice. Mr. Potter

TH 214 Directing I Fall

As a group, students will analyze a single play to discover the process involved in preparing a script for production. Attention will be given to production concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. During the second half of the course, students will cast and direct a scene to be worked on and performed in class. The practical work is combined with extensive written analysis. (TH 102 and permission.) Mr. Romagnoli

[TH 216 American Drama]

TH 218 Playwriting I Fall

Unlike fiction, a play uses actors on a stage to tell a story to an audience. The language of the characters, the tip of the iceberg, suggests depths of unspoken experience and stimulates the actor to discover and recreate that experience in the language of movement, gesture, tone, tempo, inflection. Readings and exercises will explore ways in which playwrights can use language to create a score or blueprint for that three-dimensional, temporal behavior which constitutes the theatrical event. These exercises, combined with a study of dramatic structure, will lead to the writing of several drafts of a short play. (An introductory writing course, an introductory theatre course, or permission.)

Mr. Sprigg

[TH 221 Scene Design]

[TH 226 Modern Drama]

TH 228 New Plays: Playwright and Director Spring

A play is not completed until the playwright has had the opportunity to rethink and, if necessary, rework the script in the process of preparing it for production. In this course, playwrights who have produced advanced work in Playwriting I are given the opportunity to work on their scripts in con-

junction with student directors, and directors who have taken Directing I are given the opportunity to collaborate with student playwrights on the development of new scripts. The course will produce play readings and a final evening of new works. (TH 218, TH 214, or permission.) Mr. Sprigg

[TH 302 Voice for the Actor]

TH 306 Twentieth Century Experiments Spring

An exploration of radical theatre movements, their social and political implications, and some of the major theoreticians and practitioners beginning with the shift from Stanislavskian realism. Subjects include Meyerhold and the Soviet theatre, the Bauhaus, Appia, Artaud, Brecht, Living Theatre, Open Theatre, Grotowski, Bread and Puppet, Performance Group, Peter Brook, Richard Foreman, Mabou Mines, Robert Wilson, the Women's Theatre Movement. Ms. Faraone

[TH 325 Costume Design]

TH 402 Acting III Fall

This course will serve as an intensive exposure for the performer to non-naturalistic acting, beginning with the Greeks, continuing through Shakespeare, Restoration and 18th century, 20th century drawing room comedy, and ending with contemporary absurdist playwrights. Emphasis is first on an emotional and intellectual understanding of the texts, then on their fullest physical and vocal expression. The course is designed for students who have had at least one of the courses in the acting sequence and some prior stage experience. (TH 102, TH 202 or TH 302.) Ms. Faraone

[TH 406 Contemporary Women Playwrights]

TH 419 Special Topics: Spring Repertory Production Company Spring

This course forms the core of the *Spring Repertory Company* which may include actors, choreographers, designers, directors, playwrights, scene and costume technicians, and stage managers. There will be three to five productions in various modes and spaces. The practical work will be supported by workshops introducing basic ideas and procedures in such areas as approaching the script, architecture of performance spaces, schedules and planning, lighting, sound, and technical/dress rehearsals. Admission by audition or interview during the fall term. Mr. Potter, Mr. Sprigg Ms. Faraone

PRODUCTION STUDIOS

TH 210 Production Studio: Acting/Directing Fall

The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing the play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Normally auditions for the fall play are held during the first weeks of fall term; auditions for the winter play are held during the last weeks of fall term; and auditions for the spring play are held during the first weeks of winter term. Candidates for stage manager and assistant director should apply to the director of the production. (Permission required.) Mr. Romagnoli

TH 219 Production Studio: Design/Production Fall

Participation in the production process, from planning through strike. Students may work in all technical areas. Those with no experience are encouraged to participate. More advanced students concentrate their efforts in one or two areas with more responsibility. (Permission. Normally limited to freshmen, sophomores and juniors.) Mr. Potter

[TH 220 Production Studio: Acting/Directing]

[TH 229 Production Studio: Design/Production]

DANCE COURSES

TH 160 Introductory Dance Fall, Spring

An introduction to dance involving technique, improvisation and composition, anatomy, and history. Technique includes flexibility, strength, coordination, rhythm, and movement vocabulary of the modern idiom. Improvisation is used to explore and learn concepts of space, time, energy and choreography from which beginning composition studies emerge. Conceptual aspects of the discipline involve selected readings, films, and performance viewing. Ms. Campbell, Ms. Olsen

TH 161/162 Advanced Beginning Dance Fall, Spring

These two semesters of work continue on into the craft of modern dance begun in TH 160. They provide the foundation of experiences needed in order to proceed with dance study at the intermediate level. A basic ballet vocabulary is built in support of developing modern techniques with emphasis on increased endurance, rhythmic and coordination skills. Composition becomes a weekly focus as students investigate the basic elements of choreography and the relationships of music and dance. Readings, films and live performances are used as the basis for exploration of dance aesthetics. (TH 160 or permission. TH 161 and TH 162 must be taken in consecutive order.) Ms. Campbell

TH 260 Intermediate Dance I Fall

Concentrated intermediate level work in modern dance technique and choreography. Improvisation is used as a seeding ground for the development of choreography with attention given to form (organic form, climax, theme and variation, motif and development, chance, etc.) and more sophisticated aspects of space, time, energy. Creation and performance of original work is encouraged. Films and live viewing serve to extend the daily rigor of the studio experience. A brief but crucial academic component deals with aesthetics—questions and values of paramount importance to the dancer/choreographer as artist. (TH 161 and 162.)

Ms. Olsen

TH 261 Intermediate Dance II Spring

Continuation of TH 260. Ms. Campbell

TH 276 Anatomy and Kinesiology Fall, Spring

The study of skeletal structure, joint and muscle function, and the analysis of body mechanics. A kinesthetic examination of specific joints and muscle groups in body weight transfer, developing awareness of habits, misalignment, effort, energy consumption and chronic tension. The course will emphasize the movement potential of man in his vertical position, aligned to gravity, through laboratory sessions and assigned readings. (Not open to freshmen.) Ms. Olsen

[TH 279 Movement Intentionality for the Stage]

[TH 284 Dance History]

TH 360 Advanced Dance I Fall

Daily work in modern dance at an advanced level of technique and choreography. Challenging technical demands work towards refining the body as a finely tuned expressive instrument. Improvisation continues to be used to serve choreographic ends focusing on style, group forms, and more sophisticated use of music and theatrical elements. Substantial choreographing and performance of faculty and student work is expected. Criticism of class, film, and professional work help in developing a critical eye and the emergence of a personal philosophy and dance aesthetic which is formally articulated. (TH 260 and 261.)

Ms. Olsen

TH 361 Advanced Dance II Spring

Continuation of TH 360. (TH 360 or permission.) Ms. Campbell

TH 380/381 Dance Company of Middlebury Fall, Spring

The dancers work with the artistic director and guest choreographers as part of a dance company, learning, interpreting, rehearsing, and performing dances created for the company repertory. Those receiving credit can expect 4 to 6 rehearsals weekly. Appropriate written work, concert and film viewing, and attendance in department technique classes are required. Auditions for company members are held fall semester for the full year. One credit will be given for two terms of participation. Performances and tour are scheduled during winter term. (Limited to sophomores through seniors, by audition.) Ms. Olsen

FILM STUDY COURSES

***TH 130 Film Form and Film Sense** Fall

The study of cinema as an examination of the central questions with which it is concerned: What is cinema? What is the nature of the cinematic experience? How is the nature of cinematic meaning informed by formal properties within the medium? How is cinema informed by issues of politics, society, technology, economics, means of production? Films are screened each week. Lecture, discussions. Readings and research papers required. One section fulfills the freshman writing requirement. (Open to freshmen, sophomores and juniors only.)

Mr. Grindon

TH 231 Film History Fall

Film history may be studied from many different prespectives, including technological, social, economic, and as stylistic evolution. This course examines the historical development of the medium in and through the contribution of some of the most important directors, among them Antonioni, Bergman, Bresson, Bunuel, Capra, Kurosawa, Ozu, Lang, Renoir, Rossellini, Welles, Vertov and Brakhage. One example of each director's work will be screened; lectures will detail the unique contributions which that director has made to the development of film history. Readings will include critical analyses of each director's work and writings by the director. Screenings, lectures, research papers. (TH 130.) Mr. Perry

[TH 232 Independent Cinema]

[TH 234 American Film Genres]

TH 235 Sight and Sound Fall

The purpose of the course is to gain a theoretical and practical understanding of how moving images and sounds (film, video, television) communicate. Participants study texts on the production of moving images, examine examples of this process, and then, using video equipment, actually produce and edit a number of short projects which require that they learn the rudimentary techniques for organizing images and sounds in ways which convey information and express feelings. Emphasis is upon learning certain technical skills necessary

for the making of moving images but equal weight is given to the understanding of how and in what ways moving images can be assembled to communicate. (TH 130 and permission of instructor.)
Mr. Perry

TH 236 Television as Culture Fall

The structure, form, and content of television are analyzed as a means to understand the ways in which the medium both informs and reflects American culture. Particular attention is given to the complex process through which television, as a signifying practice, produces its meanings. Viewings, readings, and written reports. (TH 130 or permission.) Mr. Grindon

TH 237 Japanese Cinema Spring

An intensive study of the particular historical and stylistic contributions of the major directors of the pre- and postwar period. This study centers on the specifically filmic aspects of such directors as Kurosawa, Ozu, Mizoguchi, Kurosawa, and Naruse, among others, considered not only in relation to Japanese culture but also within the context of international cinema. Screenings, readings, and written reports. (TH 130 or permission.)
Mr. Grindon

TH 238 Third World Cinema Spring

Some of the most innovative and politically relevant cinema of recent years has been produced within Africa, Latin America, and Southeast Asia. This course analyzes a selected number of these works, placing them within their historical context, in order to understand them as cultural artifacts and as examples of cinema in the service of political ideology. Screenings, readings, written reports. (TH 130 or permission.) Mr. Grindon

TH 330 Film and Modernism Spring

TH 331 Sight and Sound II Spring

Students who have successfully completed TH 235 (Sight and Sound) may enroll in this course in order to write, direct, and edit longer moving image projects using the College's video facilities. Emphasis is placed upon thorough pre-production effort in order to make sure that the student actually is able to complete the project he/she intends. (TH 235.) Mr. Perry

[TH 332 Workshop in Film Criticism]

TH 403 Special Topics: Voyeurism and Cinema Fall

Film viewers are in fact voyeurs, secretly peering through a window at another world. In order to understand this aspect of film viewing, this course will review the psychoanalytic literature on voyeurism, attempting to determine the causes and special pleasures associated with this behavior. Special attention will then be focused on attempting to understand the ways in which film viewing is a voyeuristic enterprise and what that says about the nature of film and about the appeal of film to an audience. In addition, the course will examine in detail a number of films (*Rear Window, Blow Up, Eyes of Laura Mars, The Window, The Conversation, The Searchers, Report,* and others) in which voyeurism, or scopophila, is instantiated within the text, particularly those films in which voyeurism is associated with aggression and violence. (TH 130 or permission.) Mr. Perry

*Foundations Course

GRADUATE PROGRAMS

Academic Year. Middlebury College offers graduate courses leading to the Master of Science degree in the Department of Biology during the regular academic year. Inquiries about this program should be addressed to the chairman of the department. Graduate students may be enrolled only upon recommendation of the department and approval by the Executive Committee of the Science Division in consultation with the Vice President for Academic Affairs. The courses which are regularly offered for graduate credit are:

Biology: All Biology courses numbered 300 or above and Mathematics 300 or above.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.

2. The candidate must satisfy Middlebury College of his fitness to undertake graduate study.

3. The candidate must be a student in residence at Middlebury College for at least one academic year.

4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses.

5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.

6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.

7. All work to be credited toward the degree must be completed with a grade of B– or above.

8. Participation in laboratory teaching and preparation is a degree requirement.

9. All work to be credited toward the degree must have been completed during the ten year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is charged at the single course rate of $1,400 in 1987–88.

Bread Loaf. The Middlebury College Bread Loaf School of English is in session during the summer and offers only graduate courses in literature, writing and theatrical arts, leading to the M.A. and M. Litt. degrees. However, exceptionally able undergraduates are accepted. The School encourages teachers who have their Master's degree, or others who have at least a Baccalaureate degree to enroll for a summer as non-degree students in a Program of Graduate Continuing Education. Admission is on the basis of college transcripts and two letters of recommendation. Since the program of study is designed to meet individual needs, there is no set of requisites for admission. Although an excellent undergraduate record in English and strong recommendations are the surest admissions criteria, experience has shown that students who have mediocre college records or who have majored in other disciplines may, with teaching experience, have achieved a perspective that will assure them of distinguished records at Bread Loaf. In short, Bread Loaf prefers to allow applicants to establish their capabilities during the first summer. Students are accepted for one summer only and are readmitted only after demonstrating that degree requirements can be successfully met.

The Bread Loaf School of English offers graduate courses in English literature and drama during a six-week summer session at Lincoln College, Oxford University. The same criteria for admission pertain as at the School of English. Courses at Lincoln College may be transferred toward the M.A. or M. Litt. degrees at the School of English.

The bulletin, issued each winter, contains further information about application and registration. Inquiries should be addressed to the Administrative Assistant of the Bread Loaf School of English, Middlebury College, Middlebury, VT 05753.

The Bread Loaf Writers' Conference is held at Bread Loaf in the middle of August. This Conference offers lectures, discussions, workshops and private consultations in fiction, non-fiction and poetry, but does not lead to a degree. Some of the leading writers in the country assemble to take part in the teaching and consulting activities. Full information is provided in the special bulletin, published each year in February. Inquiries should be addressed to the Secretary of The Writers' Conference.

The Language Schools. Graduate work leading to the Master of Arts Degree, Master of Modern Languages Degree and the Doctor of Modern Languages Degree is offered by the Middlebury College Language Schools of French, German, Italian, Russian and Spanish during the summer and abroad. During the summer, courses for undergraduate and graduate credit provide intensive instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish on the Vermont campus. The Language Schools offer a rich experience in the spoken and written language as well as in literature, civilization, linguistics, social sciences, art history and foreign language pedagogy. Students may apply for a single summer at any level. Students are placed in courses most appropriate to their linguistic proficiency as determined by placement tests taken prior to registration, and some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work. An important ingredient of a summer of study at the Language Schools is the language pledge, a formal agreement to use only the language of study, both in and out of the classroom, for the entire length of the sessions.

Full information about the requirements for degrees and curriculum is given in the Middlebury College Language Schools catalogue. Complete information will be mailed upon request to the Language Schools. All

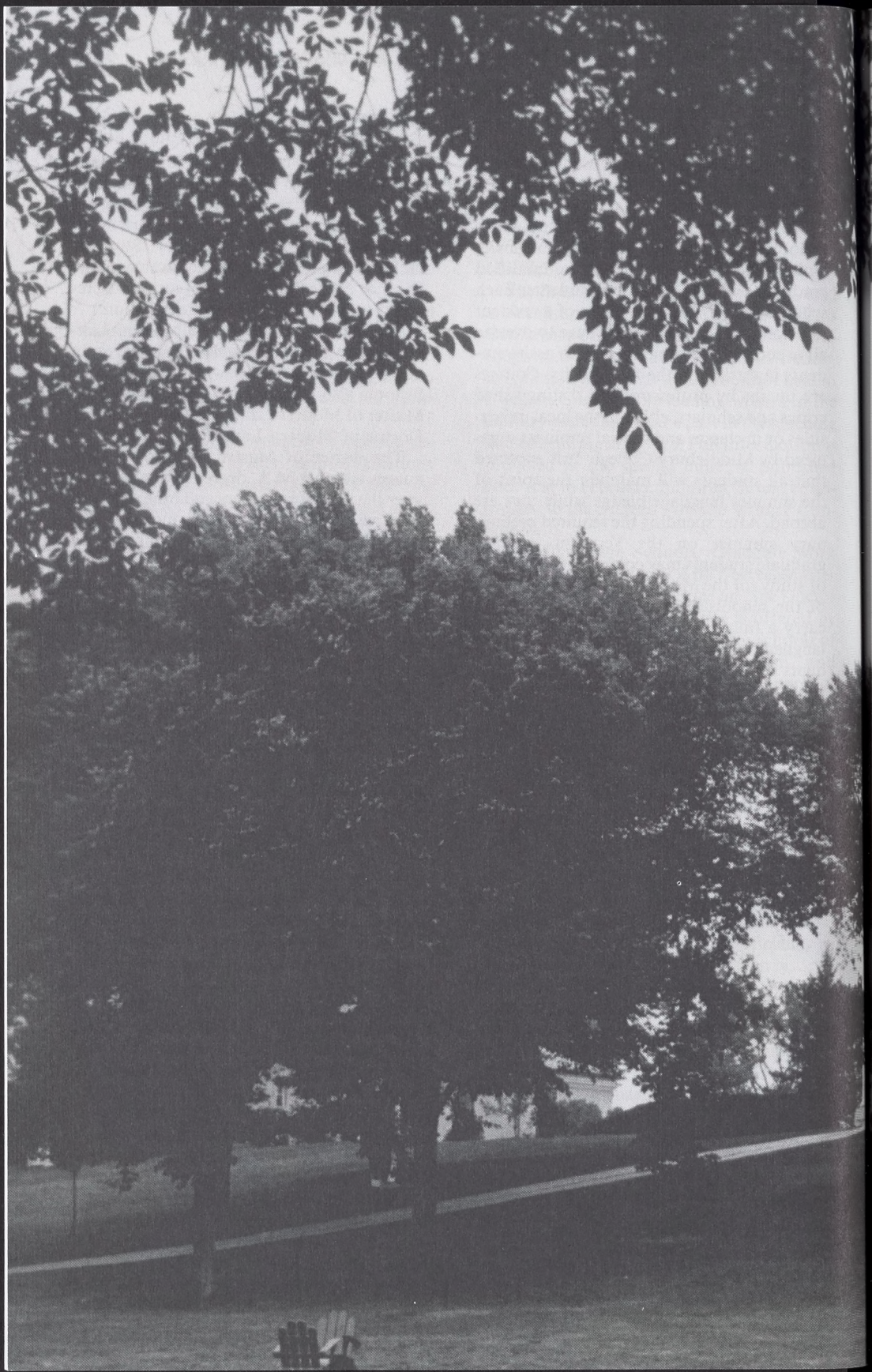
specific inquiries for admission to the Language Schools should be directed to the individual school, Sunderland Language Center, Middlebury College, Middlebury, Vermont 05753.

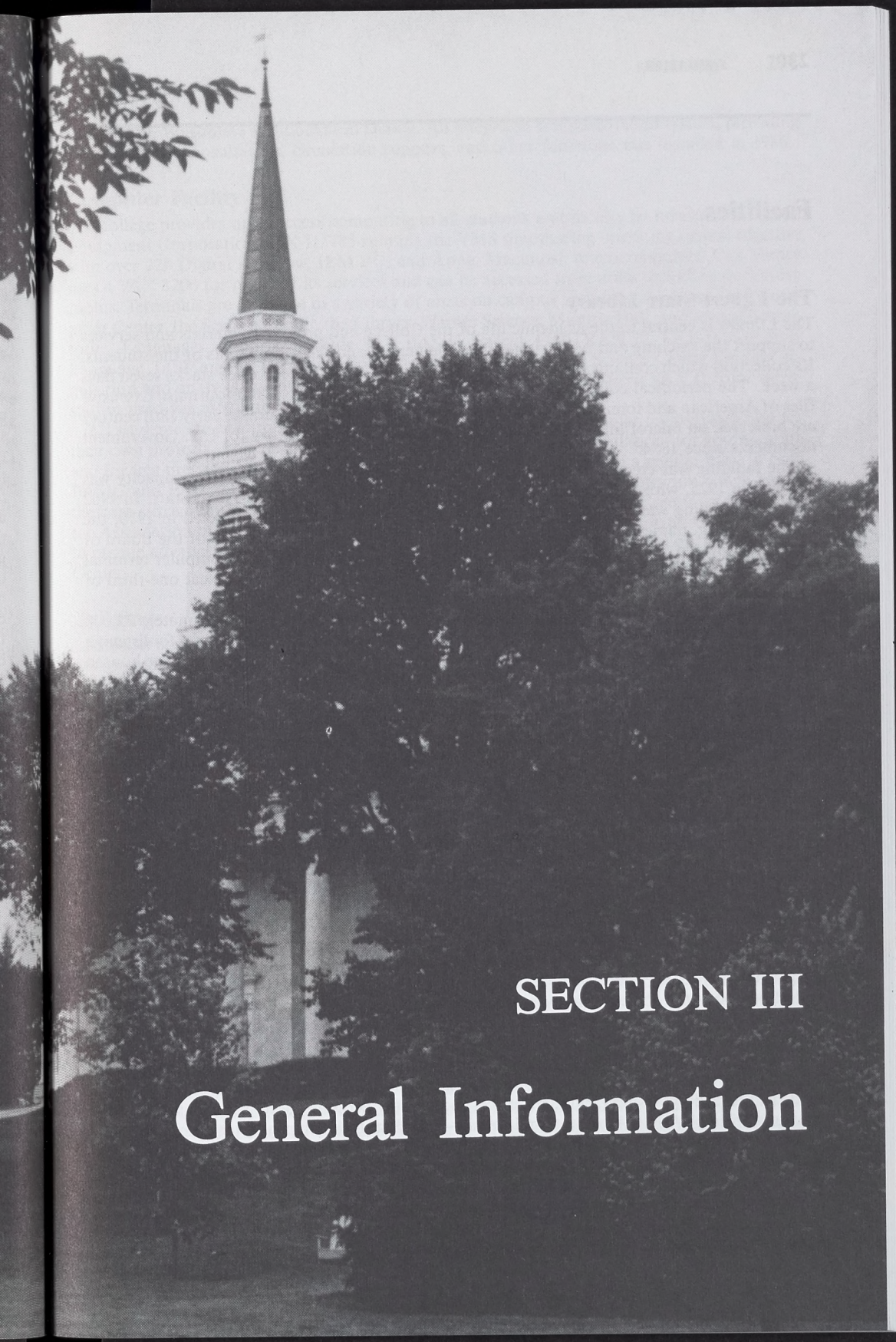
The Schools Abroad. The Middlebury Schools in France, Germany, Italy, the Soviet Union and Spain are open to qualified graduate and undergraduate students. Each school is under the supervision of a resident director appointed by the College to oversee all aspects of the program and to assist students in settling in the foreign city. Courses are taught by professors and distinguished critics and scholars, either at the local universities or in classes and special seminars organized by Middlebury College. It is expected that all students will maintain the spirit of the summer language pledge while they are abroad. After spending the required preliminary summer on the Vermont campus, graduate students may complete their course of study for the Master of Arts degree in one of the schools abroad. All are expected to carry a full load of courses in the areas of language, humanities and social sciences. Students in the Doctor of Modern Languages programs may elect to fulfill the required period of residency abroad by taking courses for credit in one of the schools, by auditing classes in preparation for the general examinations, or by engaging in dissertation (or thesis) research.

(The program in Moscow is limited to one semester, either in fall or spring. Completion of the Master of Arts degree in Russian will normally require two summers of work in addition to the program in Moscow. Students in the DML program should consult with the Director of the Russian School concerning research possibilities in the Soviet Union.)

The Degrees of Master of Modern Languages and Doctor of Modern Languages. In addition to the Master of Arts, the Language Schools also offer the advanced degrees of Master of Modern Languages (M.M.L.) and Doctor of Modern Languages (D.M.L.).

The degree of Master of Modern Languages is a post-M.A. degree designed to answer the needs of teachers and other individuals who wish to achieve a high level of proficiency and teaching skill either in two foreign languages (French, German, Italian, Russian, Spanish) or in a foreign language and English. The degree of Doctor of Modern Languages in the same languages differs from the traditional Ph.D. in that its emphasis is on a combination of scholarly and practical training. Detailed statements of the requirements for these degrees are available from the office of the Director of The Language Schools.





SECTION III

General Information

Facilities

The Egbert Starr Library

The Library is central to the academic life of the College and provides materials and services to support the teaching and research needs of the faculty and the assignments of the students. Its collection which contains more than 550,000 volumes is available in open stacks seven days a week. The periodical collection includes current subscriptions to 1,800 journals. Extensive files of American and foreign periodicals and newspapers dating back to the early 18th century are preserved on microfilm. The Library has been a selective depository for U.S. Government documents since 1884.

The building was erected in 1900 with funds bequeathed by Egbert Starr; its capacity was doubled in 1925, with the addition of two wings given by his son, D. M. Allen Starr. In 1962 the main building was remodeled and further additions were made. Completed in 1979, the Meredith Wing, named in honor of L. Douglas Meredith, emeritus chairman of the Board of Trustees, provided 200 additional seats, including a late night study area, a computer terminal room, and shelving capacity for 200,000 additional books. The Library can seat one-third of the student body.

The Music Library, located in Johnson Memorial Building, contains approximately 25,000 items comprising music reference works, recordings and scores, and provides facilities for listening and study. Books and periodicals relating to physics, geology, biology and chemistry are housed in the library space in the Science Center Library. The Davison Library at the Bread Loaf Campus contains nearly 4,000 volumes relating to English language and literature to serve students in the School of English held at the campus during the summer. A collection of 75,000 maps is housed in the Map Room at the Science Center.

The Abernethy Library, a special collection of American Literature, is built around the nucleus of books and manuscripts bequeathed in 1923 by Dr. Julian W. Abernethy. It now contains 15,000 volumes, chiefly in first edition, many of them rare, and manuscripts of 1,200 authors. Especially strong are the materials relating to Thoreau, Emerson and William Carlos Williams. Frank D. Abernethy, brother of the first donor, furnished a room where the collection is housed and where it is available to students, faculty and visitors.

A part of the Abernethy Library, the Robert Frost Room, has 300 volumes by and about Frost, most of them autographed. In addition, chiefly through the efforts of Mrs. Corinne Tennyson Davids, the collection includes about 2,800 items of such Frostiana as pamphlets and periodicals containing the poet's work, book reviews, news items, photographs, college bulletins, sheet music of his poetry, tape and disc recordings and manuscripts.

Special library collections also include early Vermont imprints, materials relating to Vermont and Middlebury, the College Archives, incunabula, and rare books and manuscripts in various fields. The Special Collections of the Starr Library are open weekdays to all interested and qualified users.

The Helen Hartness Flanders Ballad Collection and the Vermont Archive of Traditional Music together comprise a valuable legacy to folk music traditions in New England. Over two thousand field recordings on wax cylinders, discs, audio and video tape, hold more than five thousand examples of Anglo-American and French-Canadian folk songs and instrumental tunes performed in New England during the last fifty years. Printed and manuscript research material in the collection include song and dance tune compilations, broadsides, chap-books, songsters, as well as books and journals on folklife traditions in Europe and North America.

Middlebury cooperates with other libraries through a computer network; is a member of the Online Computer Library Center (OCLC), a system devoted to computer-assisted bibliographic services; and offers data-base searching through vendors such as Bibliographic Retrieval Ser-

vices (BRS), Wilsonline and Lockheed Dialog. An integrated computer-based system, providing online catalog consultation, circulation support, and other functions was installed in 1986.

Computer Facility

The college provides open access computing to all students and faculty by means of a Digital Equipment Corporation VAX 11/785 running the VMS timesharing operating system together with over 220 Digital Rainbow, IBM PC, and Apple Macintosh microcomputers. Our library uses a VAX 8200 for many of its services and can be accessed from areas including dormitory rooms. Terminals are available in a variety of areas on campus including the Voter Hall Computer Center, the Science Center, the Library, Warner Science, Munroe Hall, and several dormitories. Languages supported include VAX BASIC, Pascal, FORTRAN 77, VAX-11 Assembly Language, LISP and C. There are also numerous computers in the Science Center for data acquisition and analysis, including a Digital Equipment Corporation Micro VAX II color workstation used for astronomical image processing.

All students are encouraged to use the computer both for their regular course work and for their own projects. The system is used for statistical analysis, for simulation, for computation and for text preparation. Introductory computer courses are offered on a regular basis in both BASIC and PASCAL. Interested students can elect a Computer Concentration which covers the core curriculum recommended by the Committee on Curriculum in Computer Science of the Association of Computing Machinery. In addition there is ample opportunity for students to pursue advanced topics as part of independent projects and as employees of the Computer Center.

Buildings

Atwater and **Davis Houses** (1975), a pair of wood frame dormitories of hyperbolic paraboloid design, each accommodating thirty students, are located immediately north of Cook, Freeman, and Hamlin Halls. They are named for the first two presidents of the College.

Adirondack House (1909) houses faculty offices, the Career Counseling and Placement Office, the Student Employment Office, the office of the Chaplain and the Black Cultural Center.

Administration Building (1836). The Old Chapel, built of grey limestone and for years used as the chief recitation hall, was remodeled in 1941. Here are located the Old Chapel Room and the offices of the President, Vice Presidents, the Treasurer, and Deans, the Comptroller, other administrative offices and two seminar rooms assigned to general academic use.

Allen Hall (1963) is constructed of slate from Fair Haven, the home of many years of Cecile Child Allen, '01, in whose memory it is named. It houses seventy students.

Battell Halls (1950 and 1955) are located on the approach to the Chateau and east of Pearsons Hall. They are constructed of grey limestone and house two hundred and fifty students. Their name honors the memory of Colonel Joseph Battell.

Bread Loaf Campus. Located twelve miles to the east of the Town of Middlebury, this extensive tract of land and group of buildings, comprised of an inn and surrounding cottages, was willed to the College in 1915 by Colonel Joseph Battell. It has since been augmented by the construction of a library, little theatre, and other housing accommodations; by the addition in 1977 by gift from Mrs. William H. Upson '15 and the estate of Mr. Upson of Earthworm Manor and its adjoining 180 acres of evergreen trees; and by a further gift of an anonymous donor, making possible acquisition of the Homer Noble Farm and the cabin where Robert Frost did most of his writing. Here also is located the Carroll & Jane Rikert Ski Touring Center. In 1985, 623 acres of heavily wooded lands adjacent to the Bread Loaf Campus was given to the College by Al Edwards, longtime friend of Robert Frost and Middlebury College.

Carr Hall (1951), located on College Street east of Forest Hall, is a two-story limestone building constructed in memory of Reid Langdon Carr '01, a former Trustee. Used for the Fine Arts Department for nearly twenty years, it was converted in 1968 to use as an infirmary, which was named the Parton Health Center in 1978 in memory of George F. Parton, Jr., M.D., the College's first Medical Director. Carr Hall also houses faculty offices.

The Chateau (1925). Middlebury College was a pioneer in the plan of the separate language house, where the residents use the foreign language exclusively while in the building. The Chateau

is one of the oldest and still the largest "maison francaise" in the United States. Its architecture was inspired by the Pavillon Henri IV of the palace of Fontainebleau. The Chateau contains a larger salon and a Salon Louis XVI with authentic panels from the Hotel Crillon in Paris and furnishings of the period, a library, classrooms, offices, a dining room and rooms for forty-eight students.

Cook Society (1970), named after Reginald C. "Doc" Cook '24, Litt. D. '60, one of Middlebury's most distinguished faculty members who served on the faculty for forty years and as Director of the Bread Loaf School of English from 1946 to 1964. The Cook Society is one of three student society buildings which bring together the academic, dining and social programs of the College.

Charles A. Dana Auditorium, completed in September 1965, and renovated in June 1981, is named in honor of the late Mr. Dana, benefactor of the College. A 270-place auditorium equipped with 16mm and 35mm motion picture projection equipment, the facility functions as a part of the Sunderland Language Center and is used by the whole College for concerts, lectures, films and other academic and cultural events.

The Deanery. The acquisition and restoration of this brick building adjoining the campus, built about the time of the founding of the College, was made possible in 1966 by the gifts of an anonymous donor interested in restoring and preserving outstanding specimens of early American architecture. The Deanery is a guest house for visitors to the campus.

Forest Hall (1936) is a dormitory constructed of grey limestone and containing sixty-three student suites, attractive reception rooms and offices for Development and Alumni Operations. It was built with funds derived from the sale of a large acreage of mountain forest to the Federal Government.

Freeman Society (1970) is named after Stephen A. Freeman, Litt. D. '66, a faculty member and member of the Middlebury staff for over forty-five years, Director of the Summer Language Schools from 1946 to 1970, and Vice President from 1943 to 1963. The Freeman Society is one of three student societies which bring together the academic, dining, and social programs of the College, and in addition has a game room and late-night snack bar serving the entire campus.

Robert Frost Memorial. The cabin and other buildings which Mr. Frost used as his summer home in Ripton, adjoining the Bread Loaf Campus and known as the Homer Noble Farm, were acquired by the College in 1966 through the gift of a generous benefactor.

Gifford Hall (1940), a five-story grey limestone dormitory overlooking the campus and housing one hundred and fifty-eight students, was the memorial gift of the late Mrs. James M. Gifford, widow of a long-time Trustee of the College.

Hadley Hall (1969) is named after Egbert C. Hadley '10 LL.D. '68 who served on the Board of Trustees for over thirty years, twenty-four as Chairman of the Board, and who traced back a virtually continuous line of Trustees associated with his family from Thomas Abbott Merrill who joined the Board in 1806 after being a tutor at the College in 1804–05 through Peter Starr (member of the Board 1819–1860), Charles J. Starr (member of the Board 1855–1893), and M. Allen Starr (member of the Board 1898–1932). Hadley Hall is a residence for one hundred and thirty-two students located on a high ridge beyond Pearsons with magnificent views of the Adirondacks and the Green Mountains.

Hamlin Society (1970) is named after Cyrus Hamlin, President of the College from 1880 to 1885 and under whose administration women were first admitted to Middlebury. The Hamlin Society is one of three student societies that bring together the academic, dining, and social programs of the College.

Hepburn Hall (1916), the gift of A. Barton Hepburn 1871, is a five-story dormitory for one hundred and thirty-nine students, constructed of grey brick on one of the highest points of the campus. It was completely renovated and remodeled in 1958–59.

Christian A. Johnson Memorial Building (1968). The gift of the Christian A. Johnson Endeavor Foundation, presented by Mrs. Johnson in memory of her husband, expresses in its handsome and generous architecture Middlebury's deep commitment to the programs in Art and Music which are located in the building. A large recital hall, the Johnson Gallery for exhibits of art, studios for painting, design, graphics and sculpture, practice rooms for instrument and voice as well as a library and classroom facilities ring the great three-story exhibition hall. The building is located on the site of the former music studios south of Wright Memorial Theatre.

Kelly Hall (1971), a residence hall for seventy-seven students located on the western edge of the campus and commanding a superb view of both the Adirondacks and the Green Mountains, is joined to Lang Hall by connecting common rooms. Kelly Hall is named after Elizabeth Baker Kelly, L.H.D. '70, who served the College from 1946 to her retirement in 1970—most of that time as Dean of Women.

The John and Barbara Kirk Alumni House Conference Center (1979), named for John '39 and Barbara Turkington Kirk '41, is situated at the edge of the College's Ralph Myhre Golf Course, overlooking the Green Mountains. This remarkably versatile and comfortable building serves Middlebury alumni, as well as providing a focal point for the College's expanding emphasis on conferences and seminars.

Lang Hall (1971) is named after Fred P. Lang '17, LL.D. '71, Trustee of Middlebury College from 1940 until his death in 1975. "Ted" Lang served his alma mater in roles ranging from football lineman to Treasurer over a span of fifty years. Lang Hall accommodates sixty-one students.

Mead Memorial Chapel (1916). This colonial white marble structure of the New England meeting house type, the gift of John A. Mead 1864, stands on the highest eminence of the campus, and the light which shines nightly from its spire is a county landmark. Across its facade are chiseled the words "The Strength of the Hills Is His Also." The chancel has accommodations for a vested student choir and contains a pipe organ. In the tower is a carillon of 48 bells, gift of Allan R. Dragone '50 and his wife Jane, which are played daily by a student while the College is in session. The small Sunderland Memorial Chapel is used for private devotion and special services.

Milliken Hall (1969) is named after the late Gertrude Cornish Milliken '01, Ed. D. '47 who was the first woman to serve on the Board of Trustees of the College. Located on a high ridge north of Pearsons Hall with a commanding view along the Champlain Valley, it is a residence for one hundred and eleven students.

Munroe Hall (1941). Many departments have their classrooms and offices in Munroe Hall, the gift of the late Charles A. Munroe '96, a former Trustee. The exterior of grey limestone and marble trim conforms with the general colonial architecture of the older buildings.

North Dormitories (1986). Located at the north end of the campus it is a three unit, three story residence hall constructed of grey limestone. It houses 133 students. It was designed by Edward Larrabee Barnes.

The Observatory (1937) has a revolving dome and a mounted machine-driven Newtonian type 12-inch reflecting telescope, which maintains an unobstructed view of the skies.

Old Chapel (1836), built of grey limestone and for years used as the chief recitation hall, was remodeled in 1941. Here are located the Old Chapel Room and the offices of the President and Vice Presidents, the Treasurer, the Deans, the Comptroller, other administrative offices and two seminar rooms assigned to general academic use.

Painter Hall (1815) is the oldest college building in Vermont and a fine example of sturdy New England architecture. It bears the name of a founder and first benefactor of the College. Completely remodeled in 1987, it is a dormitory housing fifty-seven students.

Pearsons Hall (1911), a marble building of colonial design which commands a view of both the Adirondacks and the Green Mountains, is a dormitory for seventy students.

Porter Medical Center (1925) is a fully accredited hospital with a beautiful view of the Green Mountains, the gift of William H. Porter to the College, for use by the College and the residents of Addison County. The original buildings have been completely renovated and a substantial wing has been added. The Medical Center has a 45 bed capacity, modern equipment, graduate nurses always on duty, resident surgeons, and an Emergency Room staffed 24 hours a day.

Redfield Proctor Hall (1960), named in honor of the late Governor Redfield Proctor, Trustee and benefactor of the College, is the Student Center. It contains student lounges and offices, the College Store, the College Radio Station, Directors of Student Activities and of Food Service, two dining rooms and the Crest Room, a snack bar.

Ross Lounge, connecting Hadley and Milliken Halls, is named in honor of the late Eleanor S. Ross '95, Dean of Women from 1916 to 1944.

Science Center (1968). Located on the lower campus below Warner Hall, the Science Center houses the departments of Chemistry, Biology, Geology and Physics and the Science Library.

The Service Building and Heating Plant. Originally constructed in 1912, the Heating Plant has been increased in capacity and burns coal or oil to generate steam for distribution to all

main campus buildings. The steam is also used to co-generate electricity. The Service Building has quarters for administrative and shop operations. The offices of Director of Operations, Business Manager, and the departments of Personnel, Purchasing and Buildings and Grounds are located here.

Starr Hall (1861) was erected to complete "Old Stone Row" – Painter, Old Chapel and Starr – and was rebuilt four years later after a fire. It was completely remodeled in 1946 and is a dormitory housing sixty-eight students.

Starr Library (1900), including also the Meredith Wing, the Abernethy Library and other collections, is described on page 230.

Neil Starr Shelter (1963) is described on page 235.

Starrfields. A gift of Egbert C. Hadley, '10, LL.D. '68 and Marjorie F. Hadley, this 46-acre property adjoining the Ralph Myhre Golf Course of Middlebury College serves as a guest house for visitors to the campus.

Stewart Hall (1956) is a modern dormitory of Vermont limestone containing accommodations for one hundred and fifty-two students in double rooms and an apartment for a resident. Located on the upper campus south of Hepburn Hall, it enjoys views of both the Green Mountains and the Adirondacks. It is named in recognition of the Stewart family's long history of service to Middlebury College.

Sunderland Language Center (1965), named in honor of the late Edwin S.S. Sunderland '11, Trustee and benefactor of the College, is the headquarters with offices of the Foreign Language Division and the Language Schools. Its modern audio-visual classrooms and the Freeman Laboratory comprising recording and transmission studios, connecting with sixty-one cubicles equipped with devices for individual language study, make this the finest Language Center in the country.

Alexander Twilight Hall, at the foot of the college hill near Middlebury's village center, was built in 1867 and used until 1982 as a Middlebury public school. The College purchased and completed renovations in 1986. It houses the offices of the Classics, Philosophy and Teacher Education departments, and the programs in Linguistics and Japanese. Extensive classroom facilities include a 109-seat lecture hall also used for film screenings. The College Information Center on the ground floor provides information and directions to visitors to the campus. Twilight Hall's name honors Alexander Twilight (Class of 1823), the first black graduate of Middlebury College – in fact, of any U.S. college; he later made his career as a teacher and minister in Vermont.

Voter Hall (1913) is named after the late Perley C. Voter, for many years Professor of Chemistry at the College. Voter Hall, after extensive reconstruction in 1970, serves as a residence hall for fifty-eight students, with the College's Computer Center on the ground level.

Warner Science Hall (built in 1901 and completely renovated in 1977) houses the lecture rooms, laboratories, and offices for Psychology, Geography and Mathematics. It was built through the benefactions of Ezra J. Warner, 1861, as a memorial to his father, once a Trustee of the College. A greenhouse has been added to the equipment for the courses in botany.

The Emma Willard House (acquired in 1959), where Emma Hart Willard established her Female Seminary in 1814, is occupied by the offices of the Dean of Admissions and Director of Financial Aid.

Wright Memorial Theatre (1958) includes a 400-seat proscenium theatre, a computerized lighting system, a scene shop, dressing rooms, green room, classrooms and offices. The building is named to honor Charles Baker Wright, Professor of Rhetoric and English Literature at Middlebury from 1885 to 1920.

Athletic Facilities

The World War II Memorial Field House, erected in 1949 and extensively renovated and enhanced in 1982, is a building 400 feet by 120 feet, located on South Main Street. Adjacent are Paris Fletcher Field House and Porter Field, Wilson Field, and the Fred D. Lang Memorial Field. **The Arthur D. Pepin '47 Gymnasium** accommodates basketball courts, dances, badminton and volleyball courts. The field house also includes the **Walter "Duke" Nelson Ice Arena**, tennis courts, the Caswell Weight Room, the Kolligian Training Room, offices for members of the departments of Physical Education and Athletics, and shower and locker rooms for men and women students. Immediately adjoining are three outdoor platform tennis courts.

Paris Fletcher Field House (1974) is connected with the Memorial Field House and provides an unbroken span of 42,250 square feet of playing and exercise space. It is named in honor of Paris Fletcher '24, LL.D. '76, an emeritus member of the Board of Trustees. Basically a covered playing field, it serves a wide variety of coeducational uses, for physical education classes and recreational, intramural and intercollegiate sports. The building contains one racquet ball and six squash courts, and a one-ninth mile indoor track.

Beyond Paris Fletcher Field House is the **Ralph Myhre Golf Course of Middlebury College,** an eighteen-hole automatically irrigated course owned and operated by the College. Shower and locker rooms, a pro shop, a snack bar and lounge space are provided in the John and Barbara Kirk Alumni House Conference Center overlooking the course.

The 3.5km John "Red" Kelly '31 Trail was built around the course in 1976. It is lighted in the winter for night cross-country skiing and used at other times of the year for jogging and cross-country running.

The Porter Athletic Field area of about eighty acres contains a quarter-mile cinder track, a baseball diamond, the football field, bleachers and playing and practice fields for both men's and women's teams. The Fred Davis Lang Memorial Field, situated east of the Memorial Field House, consists of approximately four acres of playing fields available only for intramural sports. The Wilson Field, given by the late Colonel Joseph A. Wilson '16, is used primarily for soccer and lacrosse contests. In 1981 four new fields south of Fletcher Field House were added to the complement of practice and playing fields. Sixteen outdoor tennis courts are located on the main campus and three at Bread Loaf.

The mountain campus includes the **Middlebury College Snow Bowl** containing a 4250-foot triple chair lift, a 4200-foot double chair lift, an 1800-foot double chair lift, one Poma ski lift, fourteen trails and slopes. In the fall of 1984, snow making equipment was installed to assure skiing as soon as the cold weather arrives. The **Neil Starr Shelter,** which serves as a base building, contains first aid and food service facilities and a library reading room. Its glass-walled main floor, balcony and terrace afford a magnificent view of the lifts and slopes. Cross-country ski trails connect the Snow Bowl with the Bread Loaf Campus, where the **Carroll and Jane Rikert Ski Touring Center** is located with 50 kilometers of cross-country ski trails including a 15-kilometer racing trail.

McCullough Gymnasium (1912) contains facilities for dance, and other indoor activities. Offices, lecture room and locker rooms are included.

The Arthur M. Brown Swimming Pool (1963), meeting N.C.A.A. competition requirements, is for the use of the entire College. It was added to the McCullough Gymnasium through the generosity of Mr. and Mrs. John Kruesi and a bequest of Malcolm T. Anderson '25, and is named for Arthur M. Brown, Director of Athletics from 1918 to 1956.

Expenses and Financial Assistance

Expenses

A fairly accurate estimate of the cost of a year at Middlebury may be made from the following list of standard charges for 1987–88:

Comprehensive Fee	$15,500
Student Activities Fee	80
Health Insurance (optional)	146

It is estimated that for the average student additional personal expenses including books and supplies amount to $1120. Travel expenses must also be considered.

It is the College policy to meet the full demonstrated financial aid need of as many students as resources will permit. The Office of Financial Aid advises students on the procedure for applying for financial aid. The Student Employment Coordinator will assist students in finding remunerative jobs both on and off campus.

The Comprehensive Fee includes tuition, room, board, health services and certain fees in respect to special obligations of the College. Credits for students excused by the Dean of Students from residing or eating in college facilities will be $920 room and $1040 board.

The Comprehensive Fee covers the entire academic year and, if possible, parents are encouraged to pay it **in August.** As one of several installment arrangements available, the Fee may be billed in halves, the first **due August 17,** and the second **January 15.** A charge may be made for late payment. The applicable portion of matriculation and re-enrollment deposits, financial aid grants, and student loans that have been awarded and accepted, and of any payments received in advance from such sources as Insured Tuition Payment Plan appear as credits on term bills, as do the aforementioned credits for those not residing or taking their meals in College facilities.

For graduate and special students, tuition is charged at the single course rate of $1400. For students doing work in practical or applied music, the established fee for private instruction will normally be assessed. An administrative fee of $100 will apply to each 555 Course which the Administration Committee approves.

Each matriculating student is issued an identification card intended to serve for his entire undergraduate course. When, on authorization of the Dean of Students, a lost identification card is replaced, a charge of $5 is made.

A rebate of $31 per week may be allowed for absence from dining halls for two consecutive weeks or longer up to a maximum of $260 per semester when prior notice of such absence is given to and approved by the Dean of Students, subject to proration if the student is receiving any federal financial aid as set forth in detail in the fourth paragraph below.

No refund of fees is made in the case of dismissal. In other cases of absence or withdrawal, refunds may be considered in accordance with the policy below. A student who withdraws voluntarily from College after classes begin is refunded for board only at $16 per week.

Students who withdraw for medical reasons or serious emergencies shall forfeit the enrollment deposit of $200 but may receive refunds as follows:

1st week of term	80% of additional charges
2nd	60%
3rd	40%
4th	20%

Applications for refund should be submitted to the Dean of Students and to the extent granted will be remitted by check from the Comptroller to the person who paid the charges to which the refund is applicable (the person financially responsible).

To the extent any refund authorized represents in whole or in part the proceeds of any federal financial aid (Pell Grant, Guaranteed Student Loan, Supplemental Educational Opportunity Grant, Parent Loans for Undergraduate Students, Auxiliary Loan to Assist Students, etc.) the amount of the refund to be returned to each of these programs, as well as to the person financially responsible, will be based on the applicable federal refund formula. The applicable portions of such refunds will be returned directly to the sources from which the funds were originally received (e.g., the the person financially responsible, the bank, the federal government, etc.) and the borrower will be given written notification of any amounts so returned to the bank on his loan.

A fee of $150 is charged students who repeat the General Examination or who resubmit their thesis and who are not enrolled in the College.

Entering students pay $200 when notifying the Admissions Department of their intent to matriculate. This deposit will be applied to the charges of the first term and is not refundable. Returning students pay a re-enrollment deposit of $200 in the Spring to be applied to the charges of the succeeding term and to be forfeited if the student fails by June 15 to notify the Dean of his intention not to return for the succeeding term.

Students may not receive grades, nor expect honorable dismissal until all financial accounts are settled.

The right is reserved to change quoted charges if necessary. The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues a transcript of record on request to students wishing to transfer or to secure a statement of their course credits for any other purpose. One copy of the college record

is furnished free. A fee of two dollars is charged for a duplicate of the transcript. To students who are financially indebted to the College no transcript will be issued until satisfactory arrangements have been made with the Comptroller. No fee is charged for transcripts submitted to any branch of the Armed Services.

Financial Aid

The aim of the College's financial aid program is to enable qualified students to attend Middlebury regardless of the family's financial resources. In the past five years, the College has provided aid to all students with financial needs to the full extent of their demonstrated need. Students should not hesitate to apply for aid. Students apply for financial aid for each year they attend Middlebury. Generally speaking, eligible students may receive aid for four years (or its equivalent) at Middlebury or at a Middlebury approved program.

Middlebury uses the services of the College Scholarship Service, an organization that collects and analyzes family financial data in a uniform way. Coupled with information from parents' tax returns and other explanatory materials the family may submit, the Director and the Office of Financial Aid staff arrive at a determination of a student's need.

Prospective freshmen must complete the Middlebury College Financial Aid Application that is included in the Admission application. The family should file the Financial Aid Form (FAF), Side I and Side II, with the College Scholarship Service by February 1. These forms are readily available at most high school guidance offices or can be obtained from the Middlebury Office of Financial Aid. Applicants should also send a complete copy (all pages) of their parents' and their own most recent Federal Tax return, including business returns if filed. Students seeking entrance under the Early Decision plan should request special instructions concerning financial aid at the time they make their application for admission.

Upperclass students who are applying or re-applying for aid may obtain the Financial Aid Form (FAF) and a Middlebury Application for Financial Aid from the Office of Financial Aid; both should be filed by March 1. Together with the complete copies of the parents' and student's tax returns, these forms give the basic documentation of a family's financial strength.

In addition to the substantial grant funds generated from the College's own endowments and from alumni gifts, Middlebury has funds available from the Carl Perkins Loan (formerly the National Direct Student Loan), College Work-Study and Supplemental Educational Opportunity Grant programs. Eligibility for these funds is determined by federal regulation and the Office of Financial Aid. All students are expected, as a matter of routine, to apply for the Pell Grant and to their State Grant Program if they expect to be considered for grant assistance from Middlebury. Another source of financial aid, Guaranteed Student Loans, is processed by the Office of Financial Aid. Aid packages are typically a combination of grants, loans and work.

In addition to what is expected from a student's parents, there is the assumption that students will take on responsibility for their education in two distinct but complementary ways. First, each student is asked to contribute from his or her personal savings, summer earnings and any other personal resources at his or her disposal. Second, a student must also meet a self-help requirement during the academic year. The net summer earnings expectation for 1987–88 is $950 for entering freshmen and $1,050 for all other students.

Generally the self-help requirement is met through a combination of loan and employment during the academic year. The staff in the Office of Financial Aid can help advise students about options that range from the possibility of earning more than the usual summer expectation to an on-campus job to borrowing to meet the full self-help requirement. While the College's resources are not unlimited, we make every reasonable effort to see that jobs are available for students who wish to work during the academic year; for those few who may not borrow under the federal loan programs, we also have a limited amount of loan funds to assist them.

College grants and scholarships are credited directly to a student's bill; Pell and state grants for which a student is eligible are credited as the funds are certified as available (Pell) or the check arrives from the state grant agency. Students are reminded that the College will not replace any federal or state grants that are not received due to a student's failure to apply.

The more detailed booklet, "Financing Your Middlebury College Education," is available through the Office of Financial Aid. It presents facts and figures on those students receiving

aid at Middlebury, sample cases of "typical" financial aid applicants and also outlines the regulations and application procedures in considerable depth. Any additional questions concerning financial aid should be addressed to the Office of Financial Aid, the Emma Willard House.

As a matter of course, the Middlebury Financial Aid Policy complies with the 1964 Civil Rights Act and Section 504, Rehabilitation Act of 1973. It does not discriminate on the basis of race, color, sex, religion, handicap or national or ethnic origin.

Scholarships

All named, endowed, and expendable scholarships are awarded on the basis of financial need. A student must be eligible to receive financial aid in order to be considered. Eligible students are selected through the Office of Financial Aid.

Named and Endowed Scholarships

The following is a list of endowed and other named scholarships at Middlebury College. Candidates for financial aid need not apply for a specific grant. By applying for financial aid, an applicant will automatically be considered for an award from the appropriate scholarships listed below or from the general scholarship fund.

The Charles A. Dana Scholarships are available to qualified sophomores, juniors, and seniors. The purpose of these scholarships is to identify and encourage students of good character with strong academic backgrounds who have given evidence of potential leadership traits during the freshman year. The scholarships range from an honorarium of $100 for those without financial need to the full need for those requiring such support. Each year approximately fifteen new Charles A. Dana Scholars are selected. These scholarships are among the highest honors which are awarded to students.

Harold E. Adams Scholarship Fund. Established in 1981 by the bequest of Harold E. Adams '17. Income to be used in support of financial aid.

Betty Jean Aitchison '45 Scholarship Fund. Established in 1975 under the will of Adam G. Aitchison in memory of his daughter, Betty Jean Aitchison '45. Income to be used to provide annual scholarships for worthy women students without regard to race, color, or creed.

The George I. Alden Trust Scholarship Fund. Established in 1982 by a challenge grant from the George I. Alden Trust. Income to be used annually for deserving juniors and seniors studying Mathematics and Science.

The Cecile Child Allen Student Aid Fund. The income to be awarded to one or more junior or senior women who need financial aid, and who are "the kind of women that Middlebury would be proud to see represent the College in the outside world."

The Alpha Chi Scholarship Fund for Women. Established in 1982 by gifts of alumni and friends of the College to commemorate the influence of women at Middlebury during the past one hundred years and especially those women who were members of Alpha Chi from 1883 through 1926. Income to be used in support of financial aid for women.

Borden and Louise Roberts Avery '39 Fund. Established in 1974 by Mr. and Mrs. Borden Avery, both of the Class of 1939, income to be used for partial tuition scholarships to promising young people from middle income families who need some aid. Students from Vermont are to have preference.

The William N. Badgley '61 Memorial Scholarship Fund. Established in 1981 by Muriel Selden Paris. Income to be used annually for scholarship aid for needy and worthy students.

The Cornelia W. Bailey Fund. Established in 1929 under her will for students of the Protestant faith, residing in Vermont.

The Baldwin Fund. Received in 1871 from the estate of John C. Baldwin, Esq., of Orange, N.J., for men.

Baltic Scholarship Loan Fund. Established in 1984, to be administered by the College's financial aid office for the benefit of students of Baltic descent including, without limitation, the countries of Latvia, Lithuania and Estonia.

The Frieda Derdeyn Bambas Scholarship. Established in 1982. Income to be awarded annually to a deserving student of the French School who shows exceptional ability and interest in French.

The Cesare Barbieri Endowment Fund.

The Joseph Battell Scholarships. $100 awards annually, for worthy young women of Addison County.

The Ludwig C. Baumann '53 Memorial Scholarship Fund. Established in 1976 by the gifts of Ludwig E. and Elizabeth P. Baumann in memory of Major Ludwig C. Baumann, USAF, lost in the service of his country in Vietnam on January 30, 1969.

The Beckwith Scholarship Fund. Established in 1985 by a gift of Edith Lee Beckwith '44 and Kenneth R. Beckwith '41 at the time of the 45th Reunion of the Class of 1941. Income to be used in support of financial aid for deserving students from the State of Vermont with preference given to students of Addison County.

Carmella J. Belmont Scholarship Fund. Established in 1983 in memory of Carmella J. Belmont by her daughter, Loretta R. Godfrey-Belmont. Income to be used to provide financial aid to a worthy entering female student for her four years at Middlebury College.

Lorenzo P. Belmont Scholarship Fund. Established in 1983 in memory of Lorenzo P. Belmont by gift of his daughter, Loretta R. Godfrey-Belmont. Income to provide financial aid to a worthy entering male student for his four years at Middlebury College.

Loretta R. Godfrey-Belmont Scholarship Fund. Established in 1983 in memory of her husband. The income to be used for financial aid for a worthy recipient to be used for his/her four years at Middlebury College.

Lea Z. Binand Scholarship Fund. Established in 1956 by Mrs. Stella L. Christie. Income to be used annually for scholarship aid in the French Summer School.

Edward L. Bond Jr. Memorial Scholarship Fund. Established in 1962 in memory of Edward L. Bond Jr. '62 by his parents and friends. Income is used to aid a deserving junior or senior man possessing the qualities of campus citizenship and leadership exemplified by Ted Bond '62.

The Borgia Scholarship Fund. Established in 1986 by Jan Borgia for scholarship aid to graduate students in the Spanish School.

Boston Middlebury Alumni Association Scholarship Fund. Established in 1978. Income to be used for annual student aid with first preference given to Boston area residents.

The Ezra Brainerd Scholarship. Established in 1961 by gift of Ezra Brainerd, Jr., in memory of his father, Ezra Brainerd, Class of 1864, President of Middlebury from 1885–1908. Income is used to aid a deserving student, preferably one who is a resident of Vermont.

The Charles D. Brakeley Scholarship Fund. Established in 1981 by the gifts of Clark W. Hinsdale III '78 and his parents to honor "Pete" Brakeley on the occasion of his retirement as Director of Financial Aid. Annual income to be available as a discretionary fund administered by the Director of Financial Aid for emergency student aid needs.

The Bread Loaf Writers' Conference Endowment Fund. Established 1960 by the gifts of Writers' Conference attendees and friends. Income used to provide fellowships, lectureships and scholarships at each year's session of The Bread Loaf Writers' Conference.

Margaret T. Bridgman Memorial Fund. Established in 1974 by her husband and friends. Income to be used for student aid at the Bread Loaf Writers' Conference.

The Elbert S. and Anna H. Brigham Scholarship Fund. Established in 1953. Income to be used for scholarship awards to deserving men or women students who are residents of the State of Vermont. Tenable for four consecutive years.

Walter E. Brooker '37 and Barbara Carrick Brooker '40 Scholarship Fund. Established in 1981 by gifts of members of the Board of Trustees of Middlebury College in recognition of more than twenty-five years of service, dedication and commitment to the goals and ideals of Middlebury College.

Jane Tinkham Broughton Fellowship Fund. Established in 1981 by the gift of William G. Broughton. Annual income to be used to support The Jane Tinkham Broughton Fellowship in Writing for Children at the Bread Loaf Writers' Conference.

Russell D. Brown '29 Memorial Scholarship Fund. Established in 1976 by bequest of Russell D. Brown '29. Income to be used for scholarship aid.

Gladys M. Caldwell '28 Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born female citizen of the USA.

The Canadian Honors Scholarship Fund. Established in 1980 as an expression of thanks to the Canadian people for the courageous and neighborly action of the Canadian Embassy in behalf of the six Americans brought out of Iran. Income to be used to assist Canadian citizens studying at Middlebury College and at its Bread Loaf School of English, at its Summer Language Schools or at Middlebury degree programs at Florence, Madrid, Moscow, Oxford and Paris.

Salvatore J. Castiglione Scholarship Fund. Established in 1972 by Italian School Alumni. Income to be used annually for scholarship awards to worthy students in the Italian Schools.

Juan A. Centeno Memorial Fund. Established in 1949 by students of the Spanish School. The income is used to provide a scholarship for a worthy student in the Spanish School.

Stella Christie Scholarship Fund. Established in 1945 by Mrs. Perla P. Conover, the income to be awarded as scholarship aid to deserving students in the French Summer School.

The Charitable Society Fund. Established in 1832, for men.

Class of 1918 Scholarship Fund. Established in 1978 by gifts of the Class at the time of the 60th Reunion. Annual income to be used for a Class of 1918 Scholarship award to a deserving and needy student.

Class of 1927 Scholarship Fund. Established by the class of 1927 at the time of their 55th reunion in honor of Coach Arthur M. Brown. Income to be used in support of financial aid.

Class of 1930 Scholarship Fund. Established in 1976 at the 50th class reunion. Income to be used in support of financial aid.

Class of 1936 100th Reunion Scholarship. To grow until 2036, at which time the income is to be used for scholarship aid to worthy and needy students.

Class of 1937 Fund. Established in 1962 by the Class of 1937 at its 25th Reunion. Annual income designated for scholarships at the 40th class reunion in 1977.

Class of 1947 Memorial Scholarship Fund. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid with preference given to students from middle income families.

Class of 1948 Scholarship Fund. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1949 Scholarship Fund. Established in 1979 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1950 Scholarship Fund. Established in 1980 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1951 Fund. This Fund was established in 1976 at the 25th class reunion. Income to be used in support of financial aid with preference given to sons and daughters of alumni from middle-income backgrounds.

Class of 1952 Scholarship Fund. Established in 1977 at the 25th class reunion, income to be used in support of financial aid with preference given to students from middle-income families.

Class of 1953 Scholarship Fund. Established in 1978 at the 25th class reunion. Income to be used in support of financial aid with preference given to qualified descendants of members of the class.

Class of 1955 Scholarship Fund. Established in 1980 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1956 Scholarship Fund. Established in 1981 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1963 Scholarship Fund. Established in 1978 at the time of the 15th class reunion. Income to be used in support of financial aid.

Class of 1982 Scholarship Fund. Established in 1982 at the time of graduation. Income to be used in support of financial aid.

Class of 1983 Scholarship Fund. Established in 1983 at the time of graduation. Annual income and augmenting gifts to be added to the principal until the total endowment is $10,000. At that time, the annual income is to be awarded to a student in need of financial assistance.

The Chester H. Clemens '33 Memorial Scholarship Fund. Established in 1973 by gifts of family, classmates and friends in memory of Chester H. Clemens '33. Income to be used annually for scholarship awards to worthy young men and women.

The Chester H. Clemens '33 and Eleanor B. Clemens '32 Fund. Established in 1971 by the late Chester H. Clemens '33. Subject to reservation of life income.

Winifred Coffin and Beatrice Taft Scholarship Fund. Established in 1969 by the bequest of Miss Beatrice K. Taft of the Class of 1900 in her name and that of her twin sister, Mrs. Winifred Taft Coffin of the Class of 1900. Income to be awarded to a deserving girl from New Hampshire.

Almy D. Coggeshall '40 Scholarship Fund. Established in 1974 by Almy D. Coggeshall '40.

Colby Fund. Established in 1970 by the bequest of Mabel Colby. Income to be used for deserving and needy students from the towns of Lincoln, Sudbury, Orwell and Bristol, Vermont. The student selected for this aid shall be chosen from the towns in the foregoing order.

Jesse Connor Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born male citizen of the USA.

Louise Hasbrouck Connor Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born citizen of the USA.

Reginald L. Cook '24 Memorial Scholarship Fund. Established in 1984 by family and friends in memory of Professor Cook who taught at Middlebury College from 1929–69. Annual income is to be used for scholarship awards with preference given to students majoring in American Literature.

Reginald and Juanita Cook Scholarship Fund. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

Edward Cooperstein '46 Scholarship Fund. Established in 1972 by Edward Cooperstein '46. Income to be awarded annually to worthy students.

Kay Corrigan Scholarship Fund. Established in 1966 by a bequest under the will of Miss Agnes T. Danehy. Income to be used for scholarship awards to deserving women students in the College who exemplify the character of Kay Corrigan, '56.

The Ruth C. Cowles '24 Scholarship Fund. Established in 1980 by the bequest of Ruth C. Cowles '24 for scholarships for women.

The Annie L. Cox Scholarship Fund. Established for a worthy student manifesting decided ability in some line of study, preferably a student of Italian parentage.

George C. Dade '15 Memorial Scholarship Fund. Established in 1965 by the gift of Mrs. George C. Dade to provide scholarship aid for worthy young men and women.

The Charles A. Dana Scholarship Fund. See first page of scholarship listings.

John F. Darrow '37 Memorial Scholarship Fund. Established in 1982 by gifts of his widow, Genevieve Darrow, and his business associates in the paper industry. Income to be used each year for a scholarship award to an undergraduate majoring in Economics.

The Sam P. Davis '21 Fund. Established by the gifts of Sam P. Davis '21 in 1966. Income to be used in support of emergency student aid.

The Wilfred E. Davison Scholarship Fund. Established in 1936 by bequest of Frank P. Davison of Cabot, for men.

Clifford T. Day Undergraduate Scholarship Fund. Established in 1970 by the bequest of Clarence T. Day. Income to be used to assist an undergraduate male student who maintains good grades and has evidence of good character and future leadership.

Pauline Feicht Decker Memorial Scholarship Fund. Established in 1984 by Harry Decker. Income to be used to assist students attending the Bread Loaf School of English.

The Alcide De Gasperi Scholarship Fund. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The Dr. Ralph B. DeLano Scholarship Fund. Established in 1950. Subject to a reservation of life income.

Delta Kappa Epsilon Scholarship Fund. The income to be awarded to a member of the Delta Kappa Epsilon Fraternity at Middlebury College, or lineal descendants.

Frederick C. Dirks '30 Scholarship Fund. Established in 1978 by gift of Frederick C. Dirks '30. Income to be used for a scholarship award to an undergraduate majoring in the field of Economics.

'45 Discretionary Scholarship Fund. Established anonymously in 1973. Income to be used annually for partial tuition scholarships to young people whose attendance will contribute to broadening the socio-economic composition of the student body attending Middlebury. Thus, it is not intended primarily to assist those in severe financial need, but is to be utilized to influence the mix of students attending Middlebury by assisting those who need at least some financial aid.

Constance Barker Diss Student Aid Fund. Established in 1967 by a bequest under the will of Mrs. Constance Barker Diss, 1900. Income to be used for financial aid to deserving students.

The Kathleen C. Downey Memorial Scholarship Fund. Established in 1981 by the gifts of family and friends in memory of Kathleen C. Downey, M.A. (1962). Annual income to provide scholarship assistance to a student at the Bread Loaf School of English.

The Erwin Ewald Drost Memorial Fund. Established in 1944 by Mrs. Marguerite Jahr, Mrs. Winnie Wiesenthal, Mrs. Clara Comstock, and Miss Emma C. Drost, in memory of their brother, Erwin Ewald Drost, class of 1924.

Dean S. Edmonds Scholarship Fund. Established in 1953. Income from fund to be used by Middlebury College as it shall determine as financial aid to students at Middlebury College, giving preference to male students and to students of the sciences, more particularly physics, including electronics.

The Eunice S. Eldridge '11 Scholarship Fund. Annual income to support scholarships for students preparing to be teachers.

Grace M. Ellis Scholarship Fund. Established in 1966 by the Worcester County Alumnae Association in memory of Grace M. Ellis. Income to be used each year for a scholarship award to a woman undergraduate with preference to a woman from Worcester County, Massachusetts.

Sidney Ender Scholarship Fund. Established in 1974 by Sidney Ender. Income to be used for scholarships for Canadians with preference for students from Quebec.

The Jerome C. and Debora M. Eppler Scholarship Fund. Established in 1977. Annual income is to be used to provide financial aid to needy and worthy students at Middlebury College.

The Katherine Ball Everitt '17 Memorial and Helen E. Law Scholarship Fund. Established by George L. Everitt. Subject to reservation of life income.

The Fairbanks Scholarships. Established by Thaddeaus Fairbanks, Esq., of St. Johnsbury, for men.

The Margaret Grant Fielders Endowed Scholarship at the Bread Loaf School of English. To be awarded to a student, male or female, young or old, who comes to Bread Loaf for the love of learning and the joy of reading and writing. This student should possess a life-long commitment to the ideals of liberal arts, and loyalty to the unique and pervasive spirit of the Bread Loaf School of English.

The Peter Stanley Firestone Memorial Scholarship Fund. Established in 1986 by Julie Nelson Firestone '63. Annual income to be used in support of financial aid to deserving students.

Allan T. Fisher '75 Memorial Scholarship Fund. Established in 1983 by family and friends.

The John Albert and Sophia Warner Fletcher Fund. Established in 1977 by gift of Paris Fletcher '24 to honor his father and mother. Income to be used preferably for students from middle income families.

Rollo J. Francisco Scholarship Fund. Established under the will of the late Rollo J. Francisco of Rutland, Vermont, in 1951.

E. Chester "Ben" Franklin '21 Scholarship Fund. Established in 1962 by Miss Helen A. Franklin in memory of her brother. First preference is to be given to descendants of Ernest Chester Franklin and then to undergraduates maintaining high academic standards and participating in the athletic program of the College.

The Stephen A. and Ruth H. Freeman Scholarship Fund. Established in 1982 by gifts of their children. To be awarded annually to candidates selected by the financial aid office in cooperation with the Vice President for Foreign Languages to either graduate or undergraduate students showing exceptional interest and ability in a foreign language for personal or professional reason either at Middlebury during the academic year or in the Middlebury summer session or at one of our Schools Abroad.

The French Center in New England Fund. Established in 1976 by the gift of the French Center in New England. Income to be used annually to provide scholarships for students studying at

the Middlebury French School who are French teachers or are seeking professional preparation as future teachers of French.

Robert Frost Fellowship at the Bread Loaf Writers' Conference. Established in 1978 by CBS Inc. Income to provide a fellowship to be awarded annually to a promising young poet.

Eben J. Fullam Scholarship Fund. Given in memory of Eben J. Fullam of the class of 1895 by Mrs. E. J. Fullam of Springfield, Vermont.

Alice Brooks Fuller Scholarship Fund. Established to aid worthy women preferably from Worcester County, Massachusetts.

John Hamilton Fulton Memorial Scholarship Fund. Established in 1964. Income to be awarded as named scholarships to qualified students, with preference given to those who are graduates of Athens College, Greece, and for those of Scottish parentage who are graduates of schools located in Scotland.

The Marion Gallagher Scholarship Fund. Established in 1977 by the bequest of Judge Elbert T. Gallagher '23. Annual income to be used to provide scholarships for worthy students.

The Gannett Family Scholarship Fund. Established in 1975 by David Gannett '62, family, friends and classmates in memory of Barbara Everard Gannett, Class of 1961. Income to be used for partial scholarship to students from middle income families living in the Northwest section of the United States with preference to a woman.

Leon and Una Gay Scholarship Fund. Established in 1964 by Leon S. Gay, income to be used for scholarships with preference to be given to students who are residents of the State of Vermont.

The William W. Gay Fund. Established in 1929 by the gift of Mrs. Frederic F. Van de Water, Jr., in memory of her father, William W. Gay, class of 1876.

Joan F. Giambalvo Scholarship Fund. Established in 1973 by Miss Adeline G. Giambalvo. Income to be used annually for scholarship aid in the Italian School.

Edward N. Gosselin Scholarship Fund. Established in 1966 by Edward N. Gosselin, '15. Income to be used for scholarship awards to a senior or junior, or both, with priority to candidates from first: Rutland County, Vermont, second: State of Vermont, and third: State of Illinois.

Rosamond F. Granger Scholarship Fund. Established in 1985 by a trust of the late Alfred Granger in memory of Rosamond F. Granger.

The Egbert C. Hadley '10 Scholarship Fund. Established in 1980 by the gift of Carol Bracken '79 and her father, Jim L. Bracken, to record the inspiration Carol received from her association with Egbert Hadley. Income to be awarded annually to a Middlebury student.

Ivan D. and May W. Hagar Scholarship Fund. Established in 1972 under the wills of May W. Hagar and Ivan D. Hagar '09. Income to be used annually for scholarships.

Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund. Established in 1965 by H. Blakely Harris in memory of his grandparents. Income to be used for scholarship awards to worthy students.

The Homer and Katherine Harris Fund. Established in 1965 by Mr. and Mrs. Homer B. Harris, '20 and '18, subject to reservations of life income, after which principal will be added to the Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund and the income used by and in support of the College for scholarship awards to worthy students.

Joel B. Harris Scholarship Fund. Made available in 1937 under an annuity contract with Charles P. Harris, for the benefit of male students of the College.

Benjamin L. Haydon Scholarship Fund. Bequest under the will of Elsie Haydon Cornell. Income to be used for Middlebury College scholarships. Benjamin L. Haydon graduated from Middlebury College in 1897.

The Charles B. R. Hazeltine Fund. Established in 1923 for assisting worthy students.

The Burt A. Hazeltine Memorial Scholarship Fund. Established in 1976 by an anonymous gift to honor Burt A. Hazeltine, who served Middlebury College with distinction as Professor of Mathematics from 1924 to 1956, and as Dean of Men from 1926 to 1939. Annual income to be used to provide scholarship assistance to needy and worthy students with preference given to those majoring in mathematics.

Richard A. Heine Memorial Scholarship Fund. Established in 1964 in memory of Richard A. Heine '64 by his parents and friends to assist a deserving undergraduate at Middlebury to complete his education.

The Waldo H. Heinrichs Scholarship Fund. Established in 1956, the income to be awarded to a man or woman in the sophomore year for use in the junior year.

Dr. Walter H. Hellmann '24 Scholarship Fund. Established in 1981 by Dr. Walter H. Hellmann '24. Income to be used annually for scholarship award to a deserving student in the junior or senior class with preference for award to one intending to become a teacher of physics.

Elizabeth A. Hickcox and Frank B. Hickcox Memorial Scholarship Fund. Established in 1965 by members of the Hickcox family, and friends.

Laurence B. Holland Memorial Scholarship Fund. Established in 1980 by family and friends. Income to be used for scholarships at the Bread Loaf School of English.

The John A. Howe Scholarship Fund. Bequeathed by John A. Howe, Esq., class of 1853; the income first available for the descendants, and then under certain conditions for students from Poultney.

Moses G. Hubbard '13 Scholarship Fund. Established in 1969 by the bequest of Moses G. Hubbard '13. Income to be used as scholarships or other financial assistance to deserving students.

Mary Stone Hunt '15 Scholarship Fund. Established in 1981 by the bequest of Mary Stone Hunt '15. Income to be used for a scholarship for a graduate or graduates of Vergennes High School.

The Lauren Husted Scholarship Fund. Established in 1985, in memory, by her parents and friends and the Colorado Authors' League. Scholarship to be awarded to a resident of Colorado, who applies to the Bread Loaf Writers' Conference and who meets the criteria established by the Conference for scholarship recipients.

Merrill L. Jenkins '15 Scholarship Fund. Established in 1973 by the bequest of Mrs. Florence E. Jenkins in memory of her husband. Income to be used for scholarship award as a part of the general scholarship program.

Christian A. Johnson Memorial Scholarship Fund. Established in 1964, for upperclass students with preference being given to those majoring in Economics.

The Charles S. (Casey) Jones '15 Scholarship Fund. Established in 1977 by the bequest of Charles S. (Casey) Jones '15.

The Frederica V. Jones Scholarship Fund. Established in 1950. The gift of Vanderbilt Webb and Cyril H. Jones. Income to be annually used as a scholarship for the benefit of any man or woman who may in the judgment of the college authorities be deserving of this award.

The Kappa Delta Rho Scholarship Fund. Income to be used annually for scholarship aid for needy and worthy students, with preference being given to members of the Kappa Delta Rho fraternity.

Joseph P. Kasper Scholarship Fund. Established in 1962 by the directors of the Associated Merchandising Corporation to honor Joseph P. Kasper '20 on occasion of his retirement from that Company as Chairman of the Board. Income awarded annually in equal amounts to an undergraduate man and woman.

Elizabeth B. Kelly Fund. Established in 1970. Income to be used for scholarships for women students.

The John M. Kirk, Jr., Scholarship Fund. Established 1975. Annual income to be used to provide scholarship assistance to Middlebury students following completion of their freshman year who have demonstrated by their performance in the classroom and laboratory and by their efforts in competitive sports that they are student athletes.

John M. Kirk, Jr., Memorial Scholarship at the Bread Loaf School of English. Established in 1976 by Mr. and Mrs. John M. Kirk, Sr., in memory of their son. Annual income to provide scholarship assistance to a student at the Bread Loaf School of English who shares his commitment to scholarship and to teaching.

The Harold Krichbaum '24 and Rena Dumas Krichbaum '22 Memorial Scholarship Fund. Established under the will of Rena Dumas Krichbaum '22 of Fairport, N.Y. in 1979. The income to be used for scholarship aid for undergraduates majoring in music and foreign languages.

The Arnold R. LaForce '35 Scholarship Fund. Established in 1976 by the gift of Robert F. Thompson to honor Arnold LaForce upon his election as Chairman of the Board of Trustees. Annual income for scholarship assistance for needy and worthy students from middle-income families.

L'Amicale Scholarship Fund. Established in 1981 by the gifts of members of L'Amicale de Middlebury, the alumni association of the French School. Income from the endowment to provide two scholarships annually to students in their final year of the degree program of the French

School. One to be awarded to a student in the summer program and one to a student in the Paris program.

The Sanford H. Lane Memorial Scholarship Fund. Established in 1945, for men students.

The Ted Lang, Jr. Memorial Scholarship Fund. Established in 1945 by Mr. and Mrs. Fred P. Lang of the classes of 1917 and 1915, in memory of their son, who lost his life on the battlefield in France during World War II. Income to be awarded annually to men in their Junior and Senior years who have had to work to assist themselves in acquiring their Middlebury education, and who have made a contribution to their College in extracurricular activities, preferably athletics. It is the donors' intent that the award permit less financial burden on the awardees in their upper class years in recognition of their determination to obtain their Middlebury degree by their own efforts and initiative.

The Fred W. Lapham '43 Fund. Established in 1971 by Frederick W. Lapham, Jr., '43. Subject to reservation of life income.

Frederick W. Lapham Jr. '43 Memorial Scholarship Fund. Established in 1983 by family and friends.

Edwin W. Lawrence Scholarship Fund. Established by gifts from Edwin W. Lawrence in memory of his father, George Edwin Lawrence, Class of 1867.

The Claude Levy Scholarship Fund. Established in 1969. Income to be used by students enrolled in the French Summer School.

Frances B. and Paige D. L'Hommedieu Scholarship Fund. Established in 1983 for deserving qualified students coming from community/county colleges for their third and fourth years at Middlebury.

The Literary Fund. Established in 1835, for men.

Dr. Nicholas Locascio Scholarship Fund. Established in 1970 by Dr. Nicholas Locascio and others for scholarship aid to students in the Italian School.

Frank Lombardy '35 Memorial Scholarship Fund. Established in 1979 by his widow, Ruth Furness Lombardy '37. Income to be used for scholarship aid to an undergraduate participating in intercollegiate athletics with preference to a member of the golf team.

Hazel MacLeod Fund. Established in 1970 by the bequest of Hazel MacLeod Wills. Income to be paid to some worthy woman student for expenses other than tuition and board.

The Eta Manell '34 Scholarship Fund. Established in 1979 by the gift of Abram Manell '34. Annual income and augmenting gifts to be added to principal until the total endowment is $10,000. The annual income to be awarded to a member of the freshman class in need of financial assistance.

Andrew C. Marchbank '65 Memorial Scholarship Fund. Established by the gifts of his parents and his uncle, Adrian Leiby '25. Income to be awarded annually to a worthy man possessing the qualities of campus citizenship and leadership exemplified by Andrew Marchbank '65.

Robert J. Marony Fund. Income to be used annually for the support of education at Middlebury for underprivileged young men and women of the United States.

The Buren H. McCormack Scholarship Fund. Established in 1972 by the bequest of Buren H. McCormack and the gifts of his family and friends. Income to be used annually for scholarship aid with preference given to a student interested in journalism.

James C. McLeod '26 Scholarship Fund. Established in 1984 by the bequest under the Will of Janet M. Stratton, for general scholarship purposes.

The Midd-Vermont Alumni Association Scholarship. Awarded annually to a student from Addison County in need of financial support.

Gertrude Cornish Milliken Scholarship Fund. Established in 1964 by gifts of the Middlebury Alumnae Association and Alumnae club to honor Mrs. Gertrude Cornish Milliken '01. Income to be awarded to undergraduate women.

The Levi P. Morton Scholarship Fund. Established by Hon. Levi Parsons Morton of New York City, for men.

Judith Davidson Moyers Scholarship Fund. Established in 1981 by the gift of Mr. Bill D. Moyers. Annual income to provide scholarship assistance for needy, worthy students.

Ralph O. and Lena G. Myhre Memorial Scholarship Fund. Established in 1973–74 by the gifts of many of Middlebury's Friends of Skiing to provide student aid each year for needy students who contribute to the College's ski program. Augmented in 1979 by gifts in memory of Ralph O. Myhre to record his distinguished contribution to skiing at Middlebury College.

The National Bank of Middlebury Scholarship Fund. Established by the Bank at the time of the College's 175th Anniversary. Annual income to be used to provide scholarship assistance for a worthy student from Addison County attending Middlebury College.

Elizabeth MacGill Needy '47 Memorial Scholarship Fund. Established in 1981 by the gifts of family, friends and classmates in memory of Elizabeth MacGill Needy '47. Annual income to be used for scholarship aid for needy and worthy students.

Walter J. Nelson '32 Scholarship Fund. Established in 1972 by John M. Kirk '39 and friends to honor "Duke" Nelson on his retirement from 30 years of coaching and service as Director of Intercollegiate Athletics at Middlebury College. Income to be awarded to student athletes in their Junior and Senior year, excelling in one or more sports and demonstrating good campus citizenship.

Werner Neuse Scholarship Fund. Established for scholarship aid to students in the German School.

The New Jersey Student Aid Fund. For men from New Jersey.

June Brogger Noble Scholarship Fund. Established in 1985 by the trustees of the Phyllis Kimball Johnstone and H. Earle Kimball Foundation. Income to be added to principal until the total endowment is $10,000. Then the annual income will be awarded to a student on financial aid and in good academic standing, the same student receiving the scholarship annually until graduation.

Anna and Luke J. Nolfi Scholarship Fund. Established in 1970 by Anna and Luke J. Nolfi. Income to be used to award an annual scholarship to a student enrolled in the Italian Summer School or the Graduate School of Italian in Italy.

The Luke J. Nolfi Memorial Scholarship Fund. Established in 1983 by Anna I. Nolfi in memory of her husband. Income to be used to award an annual scholarship to a student enrolled in the Spanish Summer School or the Graduate School of Spanish in Spain.

Sidney Nordenschild, Sr., Scholarship Fund. Established in 1967 by the partners of Sidney Nordenschild, Sr., to honor his fifty years with the company and his sixty-fifth birthday. Income to be used for scholarships.

The Berthe O. Normano Scholarship Fund. Established in 1976 by George G. Nichols, Jr. Income to be used annually for a scholarship at the Russian School.

Peter Odabashian Memorial Scholarship Fund. Established in 1974 by gifts of his wife, students and friends, income to provide scholarship assistance for students at the Russian School.

The Bernard J. O'Keefe Scholarship Fund. Established in 1986. To be awarded annually to a writer of fiction or non-fiction who has published in either genre in national periodicals and/or newspapers.

The Charles J. Orr Memorial Scholarship at the Bread Loaf School of English. Established in 1986 by Bread Loaf students, alumni and friends to honor Charles Orr's commitment to teaching and the values by which he lived.

The Hewitt Page Scholarship Fund. Established in 1964 by the gift of Hewitt E. Page '33. Income to be added to principal for first ten years, after which it shall be used with restrictions under the direction of designated college officials.

Cornelius R. Palmer '25 Fund. Established by the gifts of Mr. Cornelius R. Palmer '25 in 1969. Subject to reservation of life income after which the income is to be used for scholarships for underprivileged boys and girls with preference given to graduates of schools located in Cape May County, New Jersey, or New York City.

The Adele T. Parker Scholarship Fund. Established in 1980 in memory of his mother by the gift of Peter T. Parker '54 and Julie H. Parker '54. Annual income to provide financial aid to a deserving student at Middlebury College.

The Dr. George F. Parton, Jr., Memorial Scholarship Fund. Established in 1978 by gifts of members of classes 1970 through 1977. Income to be used annually for scholarship award to a deserving student with preference for students in pre-med programs.

The Penfield Scholarship Fund. Established by Allen Penfield, Esq., of Burlington, for men.

The Arthur D. Pepin '47 Scholarship Fund. Established in 1984 by Dr. Michael Kolligian '44 and friends to honor Mrs. Leonie Hayes.

The Philadelphia Alumnae Club Scholarship Fund. Established in 1975 by the Philadelphia Alumnae Club—Suburban West. Income to be used for scholarships with first preference given to Middlebury women residing in Greater Philadelphia.

The Mildred H. Hubbard Phipps '20 Memorial Scholarship Fund. Established in 1974 by the gift of her brother, Oliver J. Hubbard. Income to be used annually for scholarship awards to girls from New Hampshire with first preference for award to a student from Walpole, New Hampshire.

The Dana G. Pierce Scholarship Fund. Established in 1951. "For men students from Rutland High School."

Blanche and Stephen Piskor Memorial Scholarship Fund. Established in 1973 by Dr. Frank P. Piskor '37 in memory of his parents. Income to be used annually for scholarship awards.

Frank P. and Anne C. Piskor Scholarship Fund. Established in 1985 by Dr. Frank P. Piskor '37. Income to be used annually for scholarship awards.

Louise R. Plaisted Scholarship Fund. Established in 1983 by the will of the late Louise R. Plaisted.

William H. Porter Memorial Scholarship Fund. Income to be used for a tuition scholarship. Established by Helen Porter Pryibil in 1950.

The Presidential Scholarship Fund. Established in 1986 by the S. Parker Gilbert family. Presidential Scholars are chosen from among qualified candidates for admission to the freshman class whose qualities of character, academic record, and leadership potential warrant special recognition. The purpose of this recognition is to identify and nurture young men and women of exceptional ability who show promise of becoming strong leaders and serving the College and the greater society. Presidential Scholars who qualify for financial aid will have those needs met by this Fund. Designation as a Presidential Scholar is one of the highest honors the College can confer upon an entering student.

Anastasia Feodorova Pressman Memorial Scholarship Fund. For scholarship aid to students in the Russian School.

The Frederika Proctor Fund. Established in 1956. Income to be awarded by the Scholarship Committee as a named scholarship, to an undergraduate studying French.

Hannah A. Quint Lecture in Judaica. Established in 1987 by Mrs. Quint and her son, Eliot Levinson.

The Cecilia Quiros Scholarship Fund. Established in 1981 by R. Dario Quiros '61. Income to be added to principal until the sum of $20,000 has been reached, after which it shall be used to provide aid to undergraduate students in need of financial assistance.

James Richardson Scholarship Fund. Established in 1924 by Mrs. James Richardson as a scholarship for the French Summer School.

Justin Ricker Funds #1, #2, #3, #4, #5, #6, #7, #8, #9, #10, #11, and #12. Established by Justin M. Ricker '06 subject to reservation of life income, after which the income of these funds is to be used by scholarships for male students from Bridgeport, Connecticut, or Waterbury, Vermont, or both.

The Helen Coldwell Riccio Memorial Fund. Established by the gift of Leonard D. Riccio '29, income to be used for scholarships in the French or Spanish Department.

The Marguerite Rogers '18 Scholarship Fund. Established in 1970 by the bequest of Miss Marguerite Rogers. Income to be used for needy students.

The Richard A. Rosbeck Memorial Scholarship Fund. Established in 1968 by gifts of his family and friends in memory of Richard A. Rosbeck '61 who was killed in military service in Vietnam. Income to be used each year for scholarship aid to a worthy, qualified athlete who, in addition to financial need, displays drive and determination for personal as well as team excellence in Middlebury athletics.

The Eleanor S. Ross Scholarship Fund. Established by Middlebury Alumnae Association in memory of Dean Eleanor S. Ross Thomas. Awarded annually to a Middlebury senior woman and based equally on the scholarship, need, and all-around merit of the recipient.

The John W. Rowell Fund. Established by the late Chief Justice Rowell.

The A. Bayard Russ Memorial Scholarship Fund. Established in 1968 by gifts of Louise Tunnicliff '67, his parents and friends in memory of A. Bayard Russ '66 who was killed in military action in Vietnam. Income to be used each year for a scholarship award to a deserving boy showing athletic ability, good campus citizenship and the distinctive qualities of leadership and service exemplified by A. Bayard Russ '66.

Donald W. Salisbury '16 Memorial Fund. Established in 1973 in memory of Donald W. Salisbury '16 by gifts of his wife, Eva Leland Salisbury '17, his son, Richard J. Salisbury '45, and The Jessup Foundation, Inc. Income to be used in support of scholarships.

The Eva Leland Salisbury '17 Memorial Scholarship Fund. Established in 1976 in memory of Eva Leland Salisbury '17 by a gift of her son, Richard J. Salisbury '45, through the Jessup Foundation, Inc. Income to be used in support of scholarships.

The Henry W. Schuettauff Scholarship Fund. Established in 1968 by Henry W. Schuettauff '27.

George Robert White Scott (Class of 1864) Scholarship Fund. Established 1958 by request of Dr. George Dow Scott, class of 1895, for students of high character, irrespective of creed, color, race, or scholarship standing, preference to be given first to a student or students belonging to Alpha Mu, Chi Psi, and then to a student or students of North American Indian, Chinese or Japanese descent.

The Lynde Selden Scholarship Fund. Established in 1967 by the bequest of Mrs. Lynde Selden to honor her husband, Lynde Selden LL.D. (Hon.) 1961.

The Jonathan Vollrath Shadd '78 Memorial Scholarship Fund. Established in 1980 by gifts from the Shadd family. Income to be used for scholarship awards with preference given to students from single-parent families.

Mina Shaughnessy Memorial Scholarship in Writing at the Bread Loaf School of English. Established in 1983. Income to be used to award an annual scholarship to a teacher who exemplifies Mina Shaughnessy's commitment to writing and teaching.

The Marion Shows Fund. Established in 1972 by various donors. Income to be used annually to assist minority students.

Carleton H. Simmons '28 Memorial Scholarship Fund. Established in 1985, income to be used annually for scholarship awards.

The Cecil C. Simmons '24 Fund. Established in 1975 by a gift of The Serial Federal Savings and Loan Association to honor Cecil C. Simmons '24 upon the occasion of his retirement as chairman of the board.

The Skinner-Allen Scholarship Fund. Established in 1976 by a gift of $1,500 in memory of Mrs. Lee B. Skinner and Harriet (Grant) and Edward Evarts Allen by Carolyn Lee Allen '30. Annual income and future gifts to be added to the principal until the fund reaches $10,000.

The Bezeliel Smith Fund. Established in 1893, for men.

Lucy S. Smith '18 Scholarship Fund. Established in 1961 for needy and deserving students.

The Jonathan Coleman Southmayd Scholarship Fund. Established by the late Hon. Redfield Proctor in 1922. Income first available for students (men or women) from Proctor.

The Kenneth Sozzi Memorial Scholarship Fund. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The A. P. Stafford Fund. Established to assist needy students from Wallingford to an education.

The John Wolcott Stewart Fund. Established in 1956 by the late Philip B. Stewart in memory of his father. Income to be awarded to one or more male students in need of financial aid who, having completed one or more years' courses, have shown themselves to be of good character and worthy of continued enrollment in college.

The W. J. Stone Fund. Established by bequest of Wilfred J. Stone '02, the income to be used to assist Vermont male students at Middlebury College with preference to graduates of Vergennes High School or Vermont Academy.

The Strauss Family Scholarship Fund. Established in 1986 by Thomas W. Strauss to assist qualified students from New York City to attend Middlebury College. Income to be awarded annually.

The Subscription of 1852. For men.

Agnes Warner Sunderland Fund. Established by Edwin S. S. Sunderland, Esq., class of 1911, the income from which is first available for the assistance of students from Cornwall.

The Miriam Deedman Swede '27 Scholarship Fund. Established in 1981 by Miriam Deedman Swede '27. Income to be used annually for scholarship assistance to able and promising young men and women needing assistance in financing their Middlebury education.

The Charles and Jessica Swift Scholarship Fund. Established in 1982 by the bequest of Charles M. Swift. Annual income to provide scholarships for students who are graduates of high schools or academies in Addison County, Vermont.

Wylie and Lucy Sypher Scholarship Fund. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

The Arthur Gould Tasheira Fund. The income to be used as far as possible to provide scholarships for worthy and deserving students.

Ta-Tuan Ch'en Scholarship Fund. Established in 1984 in recognition of dedicated service to the College by Ta-Tuan Ch'en, guiding spirit behind and director of the Chinese School for thirteen years—in 1967, 1969–73 and 1977–83. The scholarship is to be awarded annually to a graduate or undergraduate student showing exceptional ability in Chinese to continue studies at the Middlebury College Chinese School during the summer.

Helen A. and W. Grady Thomas '16 Scholarship Fund. Established in 1978 by W. Grady Thomas '16. Annual income to be used for scholarship awards for needy and worthy students from middle-income families.

Thomas G. Thompson Scholarship Fund. In memory of Frank Genung Thompson and Mrs. Aima C. Dow to provide two equal scholarships, one for a young man preparing for the Protestant Christian ministry, and the other for a young woman.

The Ludger J. Tousant Fund. Established by the class of 1920 in memory of their classmate—Ludger J. Tousant — killed in World War I.

John Crawford Trask, Jr. '41 Memorial Scholarship Fund. Established in 1980 by Jane Hayden Trask '41 in memory of her husband. Income to be added to principal until the total endowment is $10,000. Then annual income to be used for partial scholarship for needy and worthy students.

The K. P. Tsolainos Memorial Scholarship Fund. Established in 1968 by The K. P. and Phoebe Tsolainos Foundation, Inc. in memory of K. P. Tsolainos, LL.D. (Hon.) 1964. Income to be used for scholarships for students majoring in economics or history with preference to young people of Greek descent.

The Herbert K. Twitchell Fund. Established in 1929 by a bequest received under the will of Mr. Twitchell for students from Vermont, preferably Addison County.

The James M. Tyler Fund. For students from Vermont.

Bessie Clarinda Verder '98 Memorial Fund for Women Students. Established by Blanche Avaline Verder in memory of her sister.

The Voter Memorial Scholarship Fund. The income to be used for scholarship purposes, in memory of Professor P. C. Voter, formerly Chairman of the Chemistry Department.

The Roy H. and Ida Tarbell Walch Scholarship Fund. Established in 1983 by Ida Tarbell Walch in memory of her husband, Roy H. Walch '13. Subject to reservation of life income.

The Waldo Fund. Established in 1864 by bequest of Mrs. Catherine E. Waldo of Boston, for men.

The Raymond A. Waldron Scholarship Fund. Established in 1982. Income to be used for scholarships for teachers of English with preference given to teachers from New York State to study at the Bread Loaf School of English.

The Phoebe Kasper Wallach '49 Memorial Scholarship Fund. Established in 1968 by gifts of her parents, Mr. and Mrs. Joseph P. Kasper '20, and friends in memory of Phoebe Kasper Wallach '49. Income to be used each year for scholarship award to an able and deserving girl.

The Warren Fund. Given in 1835 by bequest of Deacon Isaac Warren of Charlestown, Mass., and its income applied in payment of college bills of those who are preparing for the Gospel ministry.

The WEB Fund. Established in 1974 by Fred (Wilfred W.) Barnes '30 in memory of three of his former teachers at the High School of Commerce, Worcester, Massachusetts (1922–26), Mary Ella Whipple, Grace M. Ellis '12, and Ruth L. Boyden. Income to be used to provide scholarship assistance with first preference to needy and worthy students from Worcester County, Massachusetts, and second preference from San Diego County, California.

The Asa Wheelock Scholarship Fund. Established under the will of Charles B. R. Hazeltine of Arlington, Mass., the income first available to Protestant students from the town of Wardsboro, and then from other small country towns in the State.

The Dr. Percy T. and Pauline C. Whitney Scholarship Fund. Established in 1982 by Percy T. and Pauline C. Whitney. Annual income to be used in support of financial aid to deserving students.

F. Carl Whitney '18 Memorial Scholarship Fund. Established in 1983 under the will of the late F. Carl Whitney.

Raymond L. Whitney '35 Memorial Scholarship Fund. Established in 1971 in memory of Raymond L. Whitney '35 by gifts from his family and friends. Annual income to be used in support of financial aid with preference for a student from Vermont or Maine.

The Albert Henry Wiggin Memorial Scholarship Fund. Established in 1967 by the bequest of Mrs. Lynde Selden in memory of her father, Albert Henry Wiggin, trustee of Middlebury from 1922–1950. Added to by the Albert H. and Jessie D. Wiggin Foundation.

Percival Wilds '02 Memorial Scholarship Fund. Established in 1972 by Charles M. Wilds. Income to be used annually for a scholarship award with preference to a Vermont student.

Frank A. Williams Jr. '69 Memorial Scholarship Fund. Established by the gifts of friends, family and classmates in memory of Frank A. Williams, Jr. to provide scholarship assistance for Middlebury students seeking private instrumental or voice instruction in music and needing help to finance the cost of instruction.

The Emma Willard Scholarship Fund. Established in 1895 by the Emma Willard Association, for the benefit of deserving senior women.

The Mark Doty Wilson '72 Scholarship Fund. Established in 1976 at the request of Mark Doty Wilson '72 prior to his death. The income providing partial financial support for one or two juniors or seniors majoring in English to study at the Bread Loaf School of English, the Bread Loaf Writers' Conference or Bread Loaf at Oxford, England. Qualification for financial aid is a prerequisite for such an award.

The Windham County Congregational Scholarship Fund. Established in 1951. Income first available for students proposed by the Conference.

The Harriet B. Winsor Scholarship Fund. Established under the will of Harriet B. Winsor, of Springfield, Mass., in 1950. One-half income to provide a scholarship for men and one-half income to provide a scholarship for women.

The Charles Baker Wright Scholarship. Established in 1949. Income from fund to provide two full tuition scholarships to be awarded annually to a man and a woman in the senior class.

The Marion L. Young Scholarship Fund. Established by the Middlebury Alumnae Association in 1940. Income awarded annually to a freshman woman outstanding in scholarship, personality and athletics.

Expendable Scholarships

CIGNA Scholarship Fund. Established in 1983 by the CIGNA Corporation. To provide three $5,000 scholarships to minority students.

The Louis L. Croland and A. Leon Kohlreiter Scholarship. Established by Barry Croland '59. An award of $1000 to be made annually to a needy student with preference to an art major.

The Rae R. Croland and Goldie Kohlreiter Scholarship Fund. Established by Barry Croland '59. An award of $1000 to be made annually to a needy student with preference to a student majoring in English.

Edwin Gould Foundation Scholarships. Established by the Edwin Gould Foundation for Children. Four-year grants awarded annually to deserving students.

The Marie L. Rose Huguenot Scholarship. $1,000 a year available to students of Huguenot ancestry nominated by the College for award by the Huguenot Society of America.

Jaqua Foundation Scholarship Fund. Established in 1983 by the Jaqua Foundation to provide one $5,000 scholarship or two $2,500 scholarships each year. Preference given to residents of New Jersey.

Reginald H. Jewell Scholarship Fund. Established in 1986 by the estate of Reginald H. Jewell.

The Agnes M. Lindsay Awards. $8,000 annually. From the Agnes M. Lindsay Trust for scholarships for men and for women.

Theodore Luce Fund Scholarship. $6,000 annually. From the Theodore Luce Fund for awards to needy students from metropolitan New York.

Charles Irwin Travelli Scholarships. Established by the Charles Irwin Travelli Fund. Four-year grants awarded annually to deserving students.

The Sylvia Westin Wurts Memorial Scholarship. Awarded each year to a woman student from the Hartford, Connecticut, area.

Loan Funds

Alpha Sigma Phi Memorial Fund. Established in 1966 as a revolving loan fund for worthy and needy male students at the College, in memory of those brothers in Alpha Sigma Phi of Middlebury College who lost their lives in World Wars I and II.

The Edwin L. Bigelow '13 Student Scholarship Loan Fund. Established in 1981 under the will of Edwin L. Bigelow '13. Available to students from Vermont, special consideration being given, when suitable applicants are available, to students attending the College from the towns of Danby, Dorset, Manchester, Mt. Tabor, Pawlet, Rupert, Sandgate and Sunderland.

Reid L. Carr and Eleanora F. Carr Revolving Loan Fund. "To help deserving students."

Joel B. Harris Student Loan Fund. A revolving fund of $7,922 for loans to Middlebury students.

Hazeltine Student Loan Fund. Established in 1923 under the will of Chas. B. R. Hazeltine and his sister, Harriet S. Hazeltine, of Arlington, Mass., "the income only to be used as a loan fund in assisting students in Middlebury College."

Elam R. Jewett Student Loan Fund. Established in 1923 by a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to men students of the College."

Ada Howe Kent Foundation Loan Fund. Established in 1983 by the Ada Howe Kent Foundation for loans to students who are able to provide in part from their own resources and from families who can make some contribution but are unable to pay all college costs.

Lee A. Kintzel and Roger Kintzel Student Loan Fund. Established in 1981 by the gift of Lee A. Kintzel '65. A revolving fund for loans to undergraduate students at Middlebury.

Martha Jewett Nash Student Loan Fund. Established in 1923 by a friend. The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to women students of the College.

William H. Porter Student Loan Fund. An unconditional legacy received in 1927 under the will of William H. Porter of New York. By action of the Trustees it was made the William H. Porter Student Loan Fund, the principal to be safely invested and kept intact, the interest therefrom and accretions thereto to be used for making loans to worthy men students from Vermont—the first consideration being given to those from Addison County.

Justin M. Ricker Fund. Established in 1956 by Justin M. Ricker, '06.

Emma Hardy Slade Student Loan Fund. A revolving loan fund for both men and women, but with preference given to women. Established in 1961 by the National Society of New England Women, in honor of its founder.

Scholarship Awards and Prizes

There are many generous prizes and awards for which students may compete in various ways.

Charles B. Allen Memorial Prize. In memory of "Corky" Allen '62. Income from $8,158. Awarded to the senior who has excelled in the fields of biology, chemistry and/or physics, and who by his participation in athletics and other student activities has contributed to the spirit of Middlebury.

The Alumni Association Community Service Award. Awarded annually to the graduating senior who has best demonstrated a commitment to community service through involvement in campus or community non-academic life at Middlebury.

Bishop Atwood Historical Prize. Income from $406. Awarded to the man who does the most distinguished work in history. Established in 1938 by Julius W. Atwood, 1878, Bishop of Arizona, 1910–1925.

The Blum & Company, Inc. Award. Established in 1984 by Albert L. Blum '72. $200 awarded each year to a graduating senior in the Department of Sociology and Anthropology for high academic achievement or leadership in student and community activities.

Byron E. Bermas, Jr., Prize. Income from $612. Awarded to a man or woman in the senior class who has done outstanding work in Geography.

Deacon Boardman Peace Prize. Income from $4,416. Awarded to a member of the junior class submitting the most creditable literary essay of at least 2,000 words in favor of peace and in opposition to war as a method for settling international differences. In memory of Samuel Ward Boardman, Professor of Rhetoric and English Literature 1859–1861.

Barbara Buchanan Memorial Award, in memory of Barbara J. Buchanan's academic excellence and ideal of service.

Reid L. Carr Prize. Income from $1,910. Awarded to the male member of the senior class who has shown the greatest proficiency in English Literature.

George H. Catlin Award. The annual income, not exceeding $1,000 on a fund established by the will of George H. Catlin in 1930, awarded annually to the student who completes the full A. B. "classical" course, showing the highest grade for scholarship and deportment.

George H. Catlin Classical Prize Fund. Income from $1,274. Awarded to the student in the senior class whose college work in Greek and Latin is adjudged worthiest of distinction. Established in 1918 by George H. Catlin, Hon. LL.D. 1920, Pennsylvania banker.

George H. Catlin Fund. Income from $9,702. Established by the will of George H. Catlin, in 1951. Awarded each year to the student who has completed with the highest average the full four-year "classical" course, including preferably some study of Latin and Greek.

The William B. Catton Prize. Established in 1984 by friends and colleagues of William B. Catton, first Charles A. Dana Professor of History at Middlebury College. Awarded annually to the graduating senior whose thesis on an American subject best combines and exemplifies the qualities of scholarly research and literary artistry.

The Challenger Award. Endowed by the Anthony Penale Fund in memory of Christa McAuliffe and the crew of the shuttle *Challenger,* is awarded every summer to a rural English teacher attending the Bread Loaf School of English. It honors excellence in the craft of teaching, dedication to the development of the mind through learning, commitment to the process of expanding into consciousness the world of a child, and to connect that child to our common heritage and humanity.

The Elbert C. Cole '15 Memorial Fund Prize. Awarded to a junior or senior major who has shown an outstanding performance in biology courses, preferably a student who plans a career in biology or a biologically-related field. Established by Dr. Cole's family and friends to honor a gifted teacher, Professor of Biology at Williams College for 32 years and Trustee of Middlebury College for 30 years.

Janet C. Curry '49 Science Honors Award Fund. $13,083. Established in 1977 by Janet C. Curry '49. Annual income to be used for awards to senior women working for honors in the sciences with first preference to senior women seeking honors in the biological sciences.

The F. C. Dirks Prize in Economics. Established in 1985 by friends wishing to honor the internationally distinguished accomplishments of Dr. Frederick C. Dirks '30 on the occasion of his 55th Reunion. Awarded each year to a student entering his or her senior year with extraordinary achievement and high promise for continuing leadership and success in economics and related fields.

The Martin Joseph Durkin III Memorial Award. Established in 1986 by family and friends. To be awarded annually to a graduating senior who has made a worthy contribution to the football team and exemplified those qualities of leadership, true sportsmanship, and academic achievement so admirably possessed by Martin Joseph Durkin III '54.

Eaton Prize. Income from $1,274. Awarded to the student who in the opinion of the President and the Faculty has maintained the highest standing in the Classics.

George Ellis Fellowships. Two fellowships, each with an annual value of over $2,000, were established at Columbia University in 1931, under a provision in the will of George W. Ellis, to be open primarily to residents of Vermont or to the graduates of Middlebury, Norwich, and the University of Vermont. The fellowships are awarded to qualified men or women for pursuing advanced or graduate study in any of the faculties or schools at Columbia. Information on this fellowship may be secured from the President's Office.

Harry M. Fife Memorial. Income from a fund of $3,466 established in memory of Harry M. Fife, Professor of Economics, 1925–50.

Maude Violet Graybar American History Prize. Established in 1966 by Lloyd J. Graybar '60 in memory of his mother, Maude Violet Graybar. Income on $500 awarded annually to the student who writes the best honors thesis in American History since 1860 or, at the discretion of the departmental chairman, to the Senior student who has displayed the greatest proficiency in American History since 1860 during four undergraduate years.

Hazeltine Klevenow Cup. Awarded to a man in any of the four classes who has best combined ability in athletics and excellence in scholarship. The name of the recipient is placed on the cup as a permanent record, and a replica of the cup is presented to the winner. Established by Marshall M. Klevenow, Middlebury coach, 1925–1928, and Burt A. Hazeltine, Dean of Men, 1926–1938.

The J. Rowland Illick Geography Award. Established in 1986 by friends, colleagues and former students. To be awarded annually to an outstanding geography student, in honor of Professor Illick, Geography Professor for forty years.

Julian E. and Melba Jarrett Prize. Awarded to that graduating Political Science major who excelled in the study of political philosophy, law and American Government. Established in 1982 by Glenn A. Jarrett, '70, in memory of his parents.

Kellogg Latin English Prize. Awarded for the two best examination papers on Horace. Established by Brainerd Kellogg, Professor of Rhetoric and English Literature, 1861–1868, and Trustee, 1885–1920.

The C. J. Neil Kvasnak Family Award. Established in 1983 by the C. J. Neil Kvasnak family. Income to be awarded annually to the graduating Political Science major who has excelled in the study of American politics, with special emphasis on state and local politics.

Lank Prize in Sociology and Anthropology. Established in 1984 by Dr. Alden G. Lank '55, faculty member and director of the MBA program of the International Management Institute, Geneva, Switzerland. Income to be awarded to a graduating senior in the Department of Sociology-Anthropology for academic excellence and, where appropriate, for contributions to international understanding.

The Helen T. Lin Award for Excellence in Chinese. Established in 1986 by the family of Helen T. Lin, former director of the Chinese School. To be awarded annually to a student selected by the director and faculty of the Chinese School.

Rose Martin Spanish Prize of $25. Awarded to that woman graduating with a Spanish Major, named by the Department of Spanish for her outstanding performance in the major area. Established in May 1961 by the Manhattan Middlebury Alumnae Association.

The Camillo P. Merlino Award for Excellence. A gift of a book or record, not to exceed $100, to be awarded annually to an outstanding student in the Italian School. The Director of the School will select the student to receive the honor which will be given for achievement in either literature or history.

The Merlino-Mezzotero Award. Established in 1979 by the gift of Richard F. Mezzotero to honor his good friend, Dr. Camillo P. Merlino, former Director of the Middlebury College Italian School. Annual income from $1,000, to provide cash prizes to a student each year on a basis of achievement for work done in either or both of two courses, "A Survey of Italian Literature" and "The Risorgimento."

The Ann and Edward Meyers Religion Prize. Established in 1986 by Mona Meyers Wheatley '56. To be awarded annually to a graduating senior who, in the judgment of the Religion Department Faculty, has given evidence of exceptional ability in understanding, expression and integration of ideas in the area of religious study.

Mortar Board Cup. Awarded to a sophomore woman who in the opinion of the Chapter has shown the greatest interest in college by participation in extracurricular activities and by attainment of high scholarship. Established by Mortar Board.

Mildred Virginia Osher History Prize. Established in 1963 by Lloyd J. Graybar '60 in memory of his aunt, Mildred Virginia Osher. Income on $500, awarded annually to the student who writes the best honors thesis in History or, at the discretion of the department chairman, to the senior student who has displayed the greatest proficiency in the study of history during the four undergraduate years.

Phi Beta Kappa Prize. Established by the Middlebury College Chapter of Phi Beta Kappa (Beta of Vermont) in 1968, on the occasion of its centennial. Awarded to that graduating senior, elected to Phi Beta Kappa, who, in the opinion of the faculty members of the Chapter, has demonstrated special attainments within and beyond the normal expectations of the curriculum which best exemplify Phi Beta Kappa's regard for intellectual excellence.

The Henry B. Prickitt English Prize. Established in 1984 by the Department of English and friends. Annual income to be awarded to a graduating senior whose work in the English Department has been outstanding.

Senior Honors Thesis Award in Economics. Established in 1980. $100 awarded annually for the best senior honors thesis in the Department of Economics.

John P. Stabile Memorial Cup. Awarded to the athlete who best exemplifies the Middlebury spirit. Established in memory of Lt. John P. Stabile, '40, killed in action, Guadalcanal. Established by Lt. John F. Hogan, '41.

The Marci J. Stewart '72 Memorial Awards. Awarded each year by the History Department to the student in History or American Studies who has shown outstanding personal and academic qualities.

Stolley-Ryan American Literature Prize. Established in 1978 as an annual award to the graduating senior majoring in American Literature whose work in the department best reveals the greatest understanding and appreciation for the issues central to the American literary tradition.

Mary Dunning Thwing Prize. Income on $1,910 awarded to a woman student who in her junior and senior year has done the best work in English composition, prose and poetry. Established by Charles F. Thwing, President of Western Reserve, in memory of his wife, Mary Dunning Thwing.

Alice J. Turner Memorial Trophy. Awarded each year to a member of the varsity basketball team.

Paul W. Ward '25 Memorial Prize. A $100 prize awarded twice annually, each term, to a freshman for proficiency in writing.

Franklin G. Williams '13 and Sara H. Williams '12 Memorial Award. Income from $1,148 to be awarded to a young man or woman in the sophomore class, on the basis of deep human qualities of natural kindness, perceptivity of the needs and feelings of others, and an abiding sense of personal responsibility.

Woolsey Prizes. Income from fund of $2,230, awarded to the two undergraduates writing the best examinations in Bible. Established in 1933 by Theodore S. Woolsey, Trustee, 1922–23.

Endowed Lectureships

Julian W. Abernethy Lecture. Established in 1928 under the will of Julian W. Abernethy, Class of 1876. A writer of distinction is annually invited to address the College upon some aspect of American literature in commemoration of the birthday of Dr. Abernethy, founder of the Abernethy Library.

Jean Boorsch Lectureship. Established in 1971 in honor of Jean Boorsch, after 41 years of service to the French Summer School.

Willard Duncan Carpenter '14 Memorial Lecture Fund. Established by Mrs. Ethel G. Storm, Class of 1916, in memory of her first husband. Income to be used for a lecture in Economics.

Class of 1914 Lecture. Established by an anonymous member of the Class of 1914, to provide an annual lecture on Science and the Humanities.

Elizabeth Drew Memorial Lecture Fund. For lectures at the Bread Loaf School of English.

The Edmunds Fund. Income to be used annually for a lecture in the Social Sciences.

The John Hamilton Fulton Memorial Lectures. Given anonymously. To establish lectures, performances and extended visits to the Middlebury campus by distinguished scholars, artists and performers.

Charles S. Grant Memorial Lecture. Established by friends in memory of Professor Grant to provide an annual lecture in History.

The Hirshfield Film Endowment. Established in 1985 by Berte and Alan Hirshfield. To support lectures and presentations by video and film artists, scholars and industry professionals.

Samuel S. Stratton Lecture. Established by 1962–63 gifts to the Parents' Fund to honor Dr. Stratton at the time of his retirement as the eleventh President of Middlebury, to provide an expanded program of visiting lecturers on the Middlebury campus.

The Jessica Swift Lecture Series. Established under the terms of the will of Jessica Swift, an endowment to fund lectures by leading scholars in a number of areas.

Robert W. van de Velde, Jr. '75 Memorial Lecture Fund. Established in 1981 by Mr. and Mrs. Robert W. van de Velde and friends of the family. The income to provide an annual lecture on media communications.

Academic Standards and Regulations

The College makes available to students copies of the *Middlebury College Handbook* containing detailed information regarding policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics and student activities. Since these are subject to change from time to time they are not to be considered as contractual. All students are responsible for a knowledge of and compliance with College regulations.

The College reserves the right to exclude at any time students whose conduct or academic performance is judged by appropriate administrative authorities to be undesirable, without assigning any further reason therefor. In such cases, the fees which are due or which may have been paid in advance will not be refunded or remitted, in whole or in part, and neither the College nor any of its officers shall be under any liability whatsoever for such exclusion.

Grades. Instructors report final course grades to the Dean of Students and do not give them directly to students. Students are responsible for keeping parents correctly and currently informed of their standing and progress. Final grades, notices of academic probation and second course warnings are sent to parents or to students at their home address.

The Dean of Students will consider any special curricular problems of veterans and grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education and family responsibilities.

Transfer of Credit. Students may transfer course credits from other institutions by preparing in advance a "Transfer of Credit" form (requiring approval by the department chairman, the student's adviser, and the Dean of Students). Acceptance of credit toward the Middlebury degree is contingent upon receipt of this form by the Dean of Students and transcripts from approved educational institutions. To receive credit the transfer course should normally be above the introductory level at the institution attended and must be passed with a grade of C− or better. These transfer credits, as well as Advanced Placement credits may be used to make up failures, excess D credits, and other deficiencies in the student's record.

In evaluating entering transcripts of transfer students, the College grants year-for-year equivalence for students who followed an A.B. program at another accredited four-year college regardless of the academic calendar followed. This policy applies whenever possible for lesser transfer units. When term equivalences cannot be established, the Dean of Students will decide on the number of courses needed to complete the degree. In all cases, course evaluation will be relevant to fulfillment of Middlebury Departmental and College requirements. Failing grades and Ds at other colleges are not transferable. Students transferring to Middlebury from all other programs will have their transcripts evaluated by the course and content to determine standing.

Auditing. With advance permission of the instructor a regularly enrolled student may attend other classes as an auditor. The instructor establishes the conditions under which the student may audit, but in no case can the student receive credit for auditing.

Non-students may audit courses only with the permission of the instructor and the Academic Vice President.

Special Students. Students who require only one or two courses to complete their degree requirements may apply to the Administration Committee for Special Student status. Other students may seek reduced course loads and Special Student status for exceptional personal reasons.

Individuals not enrolled as A.B. candidates are occasionally admitted as Special Students for compelling personal and educational reasons. Such individuals must apply to the Administration Committee for admission as Special Students.

Special Students must pay per course a fee of $1,400 in the 1987–88 academic year.

Adjunct Students. A small number of students, primarily foreign nationals, may be admitted as non-degree candidates. They may take as many or few courses as desired and may decide

whether or not they will receive grades. They pay full comprehensive fee. The Administration Committee will admit them and oversee their programs.

Visiting Students. Students from other colleges or universities may apply for visiting student status for spring term. They must give assurance that they are in good standing in their home institution and that the credit received will be accepted for transfer toward the degree at their home institution. Inquiries should be directed to the Dean of Students.

Motor Vehicles

All students are permitted to have or to operate a motor vehicle. All vehicles must be registered with the Campus Security office and parked in assigned lots. A student receiving financial assistance from the College is permitted to maintain a motor vehicle in Middlebury subject to the existing vehicle regulations affecting all students. However, he or she must plan to use personal funds for all expenses relating to ownership, maintenance, and operation of a motor vehicle. Such costs will not be included in the student budget when determining financial aid. The College will take what measures are necessary to ensure that no student aid funds are used to subsidize motor vehicle expenses.

Accreditation: *Middlebury College is accredited by the Vermont State Department of Education and by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.*

Development Program

In 1954, Middlebury began a development program to seek the additional funds necessary to provide increased teaching resources, academic facilities and scholarship aid. These additional funds continue to be essential to sustain Middlebury's educational objectives.

As part of The Campaign for Middlebury, the College is making a special effort to increase endowment critical to the current and future health of the College. Gifts and bequests for scholarships and faculty support for undergraduate and graduate programs are particularly important. Gifts of $100,000 and over are needed to establish endowed undergraduate scholarships while gifts of $25,000 and over can establish graduate scholarships for the Language Schools and the Bread Loaf School of English.

An endowed professorship is one of the most rewarding contributions that can be made to the College. Necessary funds for such an endowment range from $1 million to $1.5 million for a professorship spanning the academic year of the undergraduate college. Contributions in the $250,000 to $350,000 range can establish professorships for the Summer Language Schools. The endowed chairs currently established at Middlebury and the dates of their founding are as follows:

The Burr Professorship of Chemistry and Natural History (1829)
The John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
The Levi P. Morton Professorship of Latin and French (1886-87)
The Beman Professorship of Mathematics (1893)
The James B. Jermain Professorship of Political Economy (1901)
The A. Barton Hepburn Women's Professorship (1908)
The George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)
The Paige-Wright Professorship of Economics (1913)

The Fletcher D. Proctor Professorship of American History (1918)
The Henry Norman Hudson Professorship of English (1920)
The A. Barton Hepburn Professorship of Economics (1922)
The John C. McCullough Professorship of Chemistry (1924)
The Julian W. Abernethy Professorship of American Literature (1933)
The Albert D. Mead Professorship of Biology (1949)
The George Adams Ellis Professorship of Liberal Arts (1956)
The Jean Thomson Fulton Professorship of Modern Languages and Literature (1963)
The Irene Heinz and John La Porte Given Professorship in Pre-medical Sciences (1966)
The Charles A. Dana Professorships (1966)
The Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)
The Christian A. Johnson Professorship in Art History (1974)
The Christian A. Johnson Professorship in the Performing Arts (1974)
The William R. Kenan Jr. Professorship (1975)
The Christian A. Johnson Distinguished Professorship in Economics (1977)
The Frank and Eleanor Griffiths Professorships of Literature at the Bread Loaf School of English (1977)
The C. V. Starr Professorship in Linguistics and Language (1979)
The Fiftieth Anniversary Chair in the Italian School (1981)
The Benjamin F. Wissler Professorship in Physics (1983)
The John M. Kirk Jr. Chair in Medieval Literature at the Bread Loaf School of English (1984)
The Fletcher Chair in the Arts (1985)
The Pardon Tillinghast Chair in History (1985)
The F. C. Dirks Professorship in Economics and Political Science (1987)

Forms for Gifts and Bequests

The corporate title of Middlebury College is "The President and Fellows of Middlebury College." The following forms are suggested:

GENERAL: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of _____ for the uses and purposes of the said Corporation."*

ENDOWMENT: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of _____ to be added to the General Endowment of the said Corporation."*

FOR A SPECIFIC PURPOSE: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of _____ to be known as the _____ Fund, the principal to be invested and reinvested in its discretion, and the income and capital appreciation therefrom to be used (or if the testator prefers—'earned income only to be used') for the purpose of _____ _____ If at any time, in the judgment of the Trustees of the said Corporation, the need of income for such purpose no longer exists, The Trustees of the said Corporation shall be, and hereby are, authorized to use the income from the Fund for such purpose as shall in their judgment promote the interests of the College."*

President and Fellows

President and Fellows of the Corporation

Olin C. Robison, D.Phil. (Oxon)., LL.D., L.H.D. — Middlebury, VT
President of the College

Charter Trustees

(Calendar year indicates first date of election)

Allan R. Dragone, '50, A.B., M.B.A. (1978) — New York, NY
Chairman of the Board and
President of the Corporation

Jonathan O'Herron, A.B., M.B.A. (1980) — New York, NY
Vice Chairman of the Board
General Partner, Lazard Freres & Co.

Milton V. Peterson, '58, A.B. (1983) — Fairfax, VA
Vice Chairman of the Board
Owner, Milton V. Peterson Investment Co.

Albert W. Coffrin, '41, A.B., LL.B. (1973) — Burlington, VT
Secretary of the Corporation
United States District Judge

Willard T. Jackson, '51, A.B., M.B.A. (1973) — New York, NY
Investment Counselor
Brundage, Story & Rose

C. Irving Meeker, '50, A.B., M.D. (1979) — Portland, ME
Clinical Professor of Obstetrics and
Gynecology, Tufts University
College of Medicine
Chairman, Department of Obstetrics and Gynecology
Maine Medical Center

W. Kyle Prescott, '49, A.B. (1978) — Montreal, Quebec
President-Owner, Prescott & Co. Ltd.

Robert P. Youngman, '64, A.B. (1980) — New York, NY
President, Hovey, Youngman Associates, Inc.

Term Trustees

	First Elected	Term Expires	
A. Rita Chandellier Glavin, '58, A.B., J.D. (1978) Attorney, Glavin and Glavin	1978	1988	Waterford, NY
Richard I. Fricke, B.A., J.D. President and CEO National Life Insurance Company	1983	1988	Montpelier, VT
James S. Davis, '66, A.B., M.A. President-Owner New Balance Athletic Shoe Inc.	1984	1989	Boston, MA
Sister Elizabeth Candon, B.A., M.A., Ph.D. Special Assistant to the President, Trinity College	1984	1989	Burlington, VT
Samuel Dewitt Proctor, A.B., M.Div., Th.D. Senior Minister Abyssinian Baptist Church	1986	1991	New York, NY
Catherine R. Fallon, '57, A.B.	1982	1991	Weston, MA
Julie N. Firestone, '63, A.B.	1986	1991	Scottsdale, AZ
Patricia Judah Palmer, '57, A.B.	1982	1992	Wellesley Hills, MA
Claire W. Gargalli, '64, A.B.	1987	1992	Pittsburg, PA
William E. Odom	1987	1992	Fort Meade, MD

Alumni Trustees

Dort A. Cameron III '67, A.B., M.B.A. Partner, Bass Investment Ltd.	1983	1988	New York, NY
Kathryn E. Frazer, '73, A.B., M.P.A. President, Frazer Consulting Company	1984	1989	Denver, CO
Sabin C. Streeter, '63, A.B., M.B.A. Senior Vice President for Investment Banking Donaldson Lufkin and Jenrette Securities Corp.	1984	1989	Chappaqua, NY
Reuben Mark, '60, A.B., M.B.A. President and C.E.O. Colgate-Palmolive Company	1985	1990	New York, NY
Judith Tichenor Fulkerson, '56, A.B.	1986	1991	Weston, MA
Jane Bryant Quinn, '60, A.B. Columnist Newsweek Magazine	1986	1991	Chappaqua, NY

Trustees Emeriti

(Dates indicate election to Board of Trustees and effective date of emeritus status)

James I. Armstrong, Ph.D., LL.D., L.H.D., Litt.D. (1963, 1975)	South Berwick, ME
Mary Williams Brackett, '36, A.B., M.A., Ph.D., Litt.D., (1969, 1984)	Wilton, CT

Paris Fletcher, '24, B.S., LL.B., Sc.D., LL.D., (1956, 1973)	Worcester, MA
Alice Guest Howson, '30, A.B., M.A., Litt.D., (1948, 1979)	Poughkeepsie, NY
Arnold R. LaForce, '35, B.S., M.B.A., LL.D. (1961, 1980)	Gladstone, NJ
L. Douglas Meredith, A.B., M.A., Ph.D., LL.D. (1960, 1975)	Burlington, VT
Raymond J. Saulnier, '29, B.S., M.A., Ph.D., LL.D. (1958, 1979)	New York, NY
Hilton A. Wick, A.B., LL.B. (1969, 1984)	Burlington, VT
William S. Youngman, A.B., J.D., LL.D. (1962, 1977)	Vero Beach, FL

Officers of the Corporation

Allan R. Dragone, '50, A.B., M.B.A. Chairman of the Board President of the Corporation	New York, NY
Jonathan O'Herron, A.B., M.B.A. Vice Chairman of the Board	New York, NY
Milton V. Peterson, '58, A.B. (1983) Vice Chairman of the Board	Fairfax, VA
Albert W. Coffrin, '41, A.B., LL.B. Secretary of the Corporation	Burlington, VT
David W. Ginevan, B.S., M.Ed., M.B.A. Treasurer of the Corporation	Middlebury, VT
Elizabeth Karnes, B.A. Assistant Secretary of the Corporation	Middlebury, VT

Academic Administration and Staff (1987–1988)

(Calendar year indicates first date of appointment; second date appointment to present position)

President

President	Olin C. Robison, D.Phil. (Oxon)., LL.D., L.H.D. (1975)
Executive Assistant to the President	Elizabeth H. Karnes, A.B. (1986)

Academic Program

Provost and Vice President for Academic Affairs	Bruce B. Peterson, A.B., Ph.D. (1962, 1985)
Administrative Assistant to the Provost	Sandra LeGault, A.B. (1977, 1984)
Vice President for Foreign Languages and Director of the Language Schools	Edward C. Knox, A.B., Ph.D. (1969, 1982)
Dean of the College	John D. Emerson, A.B., Ph.D. (1973, 1986)
Associate Dean of the College	Karl L. Lindholm, A.B., M.A., Ph.D. (1976, 1986)
Dean for Academic Development and Planning	John M. McCardell, Jr., A.B., Ph.D. (1976, 1985)
Dean of the Faculty	Robert L. Gleason, A.B., Ph.D. (1960, 1982)
Secretary of the Faculty	Jean Blodgett, A.B. (1977)
Director of Academic Computing	Robert Martin, B.S., M.S., M.A., Ph.D. (1976, 1986)
Assistant Director of Academic Computing	Peter Andrews, B.S., M.A., Ph.D. (1987)
Assistant Director of Academic Computing	Dorothy Mammen, B.S., M.S. (1986, 1987)
Assistant Director of Academic Computing	John Thompson-Rohrlich, B.S., M.A., Ph.D. (1985, 1987)
Assistant Director of Academic Computing	Sheldon Sax, A.B., M.A. (1984, 1987)
College Curator and Director of the Johnson Gallery	Richard A. Saunders, A.B., M.A., M.Phil., Ph.D. (1985)
Librarian	Ronald Rucker, A.B., M.A., M.L.S. (1976)
Associate Librarian	Hans Raum, A.B., M.L.S. (1975, 1977)
Reference Librarian/Science Librarian	Susan W. Tucker, A.B., M.L.S. (1976, 1978)
Reference Librarian/Instruction Librarian	Stephen Plum, M.L.S., M.A. (1983)
Abernethy Curator and Archivist	Robert Buckeye, A.B., M.A., M.L.S. (1971)
Systems Librarian	Jeffrey Rehbach, A.B., M.A., M.L.S. (1981, 1985)

Catalog Librarian	Cynthia Watters, A.B., M.L.S. (1975, 1985)
Collection Development Librarian	Joanne Lopez, A.B., M.L.S. (1981)
Music Librarian	Jerry McBride, B.M., M.M., M.L.S. (1986)
Technical Adviser to the Director of the Language Schools	James W. Dodge, A.B., M.A. (1971, 1974)
Technical Director of the Theater	J. Richard Forman, A.B. (1970, 1976)

Student Services

Dean of Students	Erica B. Wonnacott, A.B., M.A. (1968, 1970)
Associate Dean of Students	Arlinda Ardister, A.B., M.A. (1980)
Assistant Dean of Students	Martha L. Mathis, B.S., M.S. (1985)
Director of Residential Life	Francis T. Kelley, A.B., S.T.L. (1983)
Chaplain	John T. Walsh, A.B., M.A., M.Div. (1986)
Dean of Admissions	Fred F. Neuberger, A.B. (1950, 1985)
Director of Enrollment Planning	Herbert F. Dalton, Jr., A.B., M.A., Ed.M. (1979, 1982)
Associate Director of Admissions	Lynde S. Karin, A.B. (1979)
Associate Director of Admissions	Carolyn L. Perine, A.B. (1973, 1982), part-time
Associate Director of Admissions	Bertram D. Phinney, A.B. (1973, 1982)
Associate Director of Admissions	Geoffrey R. Smith, A.B., M.Ed. (1986)
Associate Director of Admissions and Director of Minority Recruitment	James H. Williams, Jr., A.B. (1983)
Special Assistant to Dean of Admissions	Eleanor H. Collins (1964)
Assistant Director of Admissions	Lindsay E. Barstow, A.B. (1985)
Assistant Director of Admissions	Kathy M. Lindsey, A.B. (1983, 1985)
Admissions Counselor	Xavieria E. Atkins, A.B., M.Ed. (1984)
Admissions Counselor	Barbara Marlow, A.B. (1983)
Director of Campus Security	Fred F. Spencer, Jr. (1969)
Director of Career Counseling and Placement	Stephen F. Johansson, A.B., Ed.M. (1981)
Associate Director of Career Counseling and Placement	Darlyn P. Martin (1963, 1985)
Associate Director of Career Counseling and Placement	Valerie B. Szymkowicz, A.B., M.Ed. (1984)
Director, Counseling and Human Relations Center	Gary F. Margolis, A.B., Ph.D. (1972)
Assistant Director, Counseling and Human Relations Center; Coordinator of Health Education	Marianna McShane, A.B., M.A. (1982, 1987)
Director of Undergraduate Records	Lucinda A. Rigg (1976, 1983)
Director of Financial Aid	Robert Donaghey, A.B., M.A. (1984)
Associate Director of Financial Aid	Patricia L. Santner, B.S. (1985)

Assistant Director of Financial Aid	Kathleen O'Meara (1981)
Medical Director of the George Parton Health Center	Ruth K. Grant, M.D. (1986)
Administrative Director of the George Parton Health Center	Nancy S. Cutting, R.N. (1983) (1986)
Student Activities Director	Jacqueline S. Flickinger (1967, 1973)
Student Employment Coordinator and Volunteer Services Adviser	Tiffany Sargent, A.B. (1985)

Development, Alumni Relations

Vice President for Development	Clarence W. Leeds, III, B.S. (1981)
Senior Development Officer	Gordon C. Perine, A.B. (1951, 1984)
Director of Capital and Planned Gifts	Michael D. Schoenfield, A.B., M.Ed. (1973, 1987)
Campaign Coordinator	Amy Hastings, A.B., M.A. (1984)
Director of Alumni Relations	Hugh W. Marlow, A.B. (1980)
Director of Public Affairs	Ronald Nief, A.B. (1976, 1978)
Director of Annual Funds	Mona M. Wheatley, A.B., M.Ed. (1980)
Director of Foundation and Corporate Relations	Susan Veguez, A.B., M.A. (1972, 1984)
Editor, News Services	Max P. Petersen, A.B. (1962)
College Editor	Edward Ernst, A.B., M.A. (1980, 1983)

Business Management

Vice President for Administration and Treasurer	David W. Ginevan, B.S., M.Ed., M.B.A. (1973, 1983)
Assistant Treasurer	Richmond G. Littlefield, B.S., M.B.A., C.P.A. (1967, 1976)
Purchasing Agent	Howard W. Brush (1980, 1983)
Personnel Director	Roger E. Cole, A.B., M.B.A. (1974)
Assistant Personnel Director	Shirley Fisler (1974, 1984)
Plant Engineer	Harvey N. Drinkwine (1956, 1967)
Director of Data Processing	Norman D. Hadley, A.B. (1966, 1968)
Manager of Custodial Services	Virginia C. Hall (1974, 1980)
Manager of Golf Course, Snow Bowl	Howard R. Kelton (1969, 1979)
Comptroller	John J. Palmeri, B.B.A., C.P.A. (1977)
Manager of College Store	Carl Peabody, B.S. (1962, 1964)
Director of Budget Administration	Rhoda M. Rader, B.S. (1979, 1984)
Publications Coordinator and Reprographics Manager	Norma Jean Rollet (1983)
Manager of Mail Services	Eileen M. Rollinson (1969)
Business Manager	James D. Ross, A.B., M.B.A. (1956, 1964)
Director of Food Services	Gary M. Starr, B.S. (1977)

Assistant Director of Technical Support	Arthur J. Thorne (1968, 1980)
Director of New Construction and Major Renovations	Gerald Vaillancourt (1983, 1984)
College Forester	Stephen W. Weber, B.A., M.S. (1978, 1980)
Director of Operations	George W. Whitney, Jr., A.B. (1973, 1983)
Director of Physical Plant	Jon C. Woodbury, B.S. (1978)

Athletic Program

Director of Athletics	G. Thomas Lawson, B.S. (1969, 1977)
Asst. Director of Athletics; Coach: Men's Basketball, Golf	Russell L. Reilly, A.B., M.Ed. (1977)
Asst. Director of Athletics; Coach: Women's Tennis, Men's/ Women's Track	Gail Smith, A.B. (1977)
Coach: Skiing, Cross-Country; Asst. Coach: Track	Terry L. Aldrich, B.S. (1975)
Coach: Men's Hockey, Women's Soccer	William Beaney, B.A. (1986)
Director of the Brown Pool, Coach: Men's/Women's Swimming, Asst: Women's Lacrosse	Mary Ellen Claffey, B.S. (1986)
Coach: Men's Lacrosse; Physical Education Director; Director of Intramurals	James A. Grube, A.B. (1978)
Coach: Football, Men's Tennis	Michael G. Heinecken, B.S., M.Ed. (1973)
Coach: Field Hockey, Women's Lacrosse	Carson Hopkinson, B.S. (1977)
Coach: Men's Soccer, Women's Squash; Asst. Coach: Tennis	David F. Saward (1985)
Asst. Coach: Football, Men's Lacrosse	Robert D. Ritter, A.B. (1982)
Coach: Men's Alpine Skiing	T.B.A.
Coach: Baseball; Asst. Coach: Football	Robert L. Smith, A.B., M.A. (1979)
Coach: Women's Basketball; Asst. Coach: Women's Lacrosse, Women's Field Hockey	T.B.A.
Coach: Women's Soccer, Women's Alpine Skiing; Asst. Coach: Track	Eric J. Wilson (1985)
Director of Sports Medicine	Frank O. Bruch, A.B., M.D. (1977, 1984)
Athletic Trainer	Richard W. Waterman (1956)
Athletic Trainer	David P. Matthews, B.S. (1983)
Physical Therapist	Susan E. Murphy, A.B. (1976)
Physical Therapist	Sheila Stryk, B.S. (1986)

Language Schools, Bread Loaf

Vice President for Foreign Languages	Edward C. Knox, Ph.D. (1982)
Assistant to the Director	David Rowe, M.A. (1983)
Director of the School of Arabic	Peter F. Abboud, Ph.D. (1982)
Dean of the School of Arabic	David Rowe, M.A. (1983)

Director of the Bread Loaf School of English	Paul M. Cubeta, Ph.D. (1964)
Director of the Bread Loaf Writers' Conference	Robert Pack, M.A. (1972)
Administrative Director of the Bread Loaf Writers' Conference	Stanley P. Bates, Ph.D. (1978)
Director of the Chinese School	Chih-p'ing Chou, Ph.D. (1984)
Dean of the Chinese School	Gregory Kuei-ke Chiang, M.A. (1976)
Director of the French School	Daniel Jourlait, Ph.D. (1986)
Dean of the French School	Mireille Barbaud-McWilliams, Ph.D. (1979)
Director of the School in France: Paris	Nancy M. O'Connor, Ph.D. (1986)
Director of the German School	Konrad Kenkel, Ph.D. (1987)
Dean of the German School	Constance N. Kenna, M.A. (1971)
Director of the School in Germany: Mainz	Thomas Huber, Ph.D. (1971)
Director of the Italian School	Edoardo Lebano, Ph.D. (1986)
Dean of the Italian School	Ugo Skubikowski, Ph.D. (1981)
Director of the School in Italy: Florence	Anna L. Barsanti (1976)
Director of the Japanese School	Seiichi Makino, Ph.D. (1977)
Dean of the Japanese School	Gregory Kuei-ke Chiang (1983)
Director of the Spanish School	Frank P. Casa, Ph.D. (1987)
Dean of the Spanish School	Roberto Véguez, Ph.D. (1986)
Director of the School in Spain: Madrid	Eduardo Camacho, Ph.D. (1972)
Director of the Russian School	David Bethea, Ph.D. (1981)
Dean of the Russian School	Thomas R. Beyer, Ph.D. (1981)
Director of the School in the Soviet Union: Moscow	Alexandra Baker (1972)

The Faculty (1987–88)

Olin C. Robison, A.B., Baylor; D.Phil. (Oxon)., Oxford; LL.D., Baylor; L.H.D., Monterey Institute
President and College Professor (1975)

Bruce B. Peterson, A.B., Middlebury; Ph.D., Syracuse
Provost and Vice President for Academic Affairs (1985); Professor of Mathematics (1962)

Edward C. Knox, A.B., Wesleyan; Ph.D., Yale
Vice President for Foreign Languages; Director of the Language Schools (1982); Jean Thomson Fulton Professor of Modern Languages and Literature (1969)

John D. Emerson, A.B., University of Rochester; M.S., Ph.D. Cornell
Dean of the College (1986); Professor of Mathematics (1973)

Robert W. Gleason, A.B., Middlebury; Ph.D., Massachusetts Institute of Technology
Dean of the Faculty (1984); Professor of Chemistry (1960)

John M. McCardell, Jr., A.B., Washington and Lee; Ph.D., Harvard
Dean for Academic Development and Planning (1985); Professor of History (1976)

Eve Adler, A.B., Queens College; M.A., Brandeis; Ph.D., Cornell
Professor of Classics (1977)

Paul J. Albanese, B.S., SUNY at Brockport; M.A., Ph.D., Harvard
Assistant Professor of Economics (1983), on leave 1987–88

Terry L. Aldrich, B.S., St. Lawrence
Assistant Professor of Physical Education (1975)

Glenn M. Andres, B.Arch., Cornell; M.F.A., Ph.D., Princeton
Professor of Art (1970), on leave 1987–88

Alicia Andreu, A.B., Chapman; M.A., Wisconsin; Ph.D., Oregon
Associate Professor of Spanish (1976)

David H. Andrews, A.B., Ohio Wesleyan; M.A., Ph.D., Cornell
Professor of Anthropology (1968)

Peter Andrews, B.Sc., University of Toronto; M.A., Ph.D., University of Maryland
Assistant Director of Academic Computing; Associate Professor of Mathematics (1987)

Richard T. W. Arthur, A.B., Oxford; M.A., McGill; Ph.D., University of Western Ontario
Assistant Professor of Philosophy (1985)

David Bain, A.B., Boston University
Lecturer in English (part-time) (1987)

Alexandra Baker, A.B., Hunter; M.A., Indiana
Lecturer in Russian (1972); Director of the School in the Soviet Union, Moscow (1987)

Lynne R. Baker, A.B., M.A., Ph.D., Vanderbilt
Professor of Philosophy (1976)

Robert L. Baker, A.B., Colorado; M.A., Ph.D., Michigan
Professor of Russian (1967)

Cates Baldridge, A.B., Johns Hopkins; M.A., University of Virginia; Ph.D. Stanford
Visiting Assistant Professor of English (1986)

Brewster Baldwin, A.B., Williams; M.A., Ph.D., Columbia
Professor of Geology, on Associate Status (1958)

Mireille Barbaud-McWilliams, Ph.D., University of Paris X
Assistant Professor of French (1979)

Simon Barenbaum, Ph.D., Brown
George Adams Ellis Professor of French (1970)

Ann Marie Basom, A.B., University of Minnesota; M.A., University of Wisconsin
Instructor in Russian (1987)

Ellen O. Basu, A.B., Williams; M.A., Ph.D., Harvard
Assistant Professor of Anthropology (1985), on leave fall and winter terms 1987–88

Stanley P. Bates, A.B., Dartmouth; A.B., M.A., Oxford; M.A., Ph.D., Harvard
Professor of Philosophy (1971); Administrative Director of the Bread Loaf Writers' Conference (1978)

Martin Beatty, A.B., Middlebury
Instructor in Physical Education (1987)

Eduardo C. Béjar, A.B., B.Arch., Rice; M.A., University of Houston; M.A., Ph.D., University of Massachusetts, Amherst
Assistant Professor of Spanish (1985)

Barbara L. Bellows, A.B., M.A., Ph.D., University of South Carolina
Assistant Professor of History (1983)

John David Berninghausen, A.B., University of Minnesota; M.A., Ph.D., Stanford
Professor of Chinese (1976), on leave 1987–88

John Anthony Bertolini, A.B., Manhattan; M.A., Ph.D., Columbia
Associate Professor of English (1975)

Thomas R. Beyer, Jr., B.S., Georgetown; M.A., Ph.D., University of Kansas
Professor of Russian (1975)

Karen L. Black, A.B., Bryn Mawr; M.A., Harvard; Ph.D., Bryn Mawr
Visiting Assistant Professor of Russian (1987)

Paul W. Blank, A.B., Oberlin; M.S., University of Wisconsin, Madison
Instructor in Geography (1986)

Priscilla Bremser, A.B., Smith; M.A., Ph.D., Johns Hopkins
Assistant Professor of Mathematics (1984)

David A. Bumbeck, B.F.A., Rhode Island School of Design; M.F.A., Syracuse
Professor of Art (1968), on leave winter and spring terms 1987–88

James P. Butler, Jr., B.F.A., Rhode Island School of Design; M.F.A., Indiana University
Assistant Professor of Art (1981)

Jeffrey Byers, B.S., University of Rochester; Ph.D., Dartmouth
Visiting Assistant Professor of Chemistry (1986)

Catherine P. Campbell, A.B., University of Washington; M.A., Ph.D., Stanford
Assistant Professor of Chinese (1986)

Penny Campbell, A.B., Bennington College
Visiting Lecturer in Dance (1985)

Andrea Carroll
Visiting Assistant Professor of Art (winter and spring terms) (1988)

Gregory Chiang Kuei-ke, A.B., National Taiwan University; M.A., University of Vermont
Lecturer in Chinese (1976)

Sunhee Choi, B.S., Seoul National University; M.A., The Korea Advanced Institute of Science; Ph.D., Princeton
Visiting Assistant Professor of Chemistry (1987)

Robert R. Churchill, B.S., M.S., Northern Illinois University; Ph.D., University of Iowa
Associate Professor of Geography (1978)

Mary Ellen Claffey, B.S., University of New Hampshire
Instructor in Physical Education (1986); Director of Brown Pool (1987)

Michael Paul Claudon, A.B., University of California, Berkeley; Ph.D., Johns Hopkins
Professor of Economics (1970)

Nicholas R. Clifford, A.B., Princeton; M.A., Ph.D., Harvard
College Professor and Professor of History, on Associate Status (1966)

Janine Clookey, B.S., SUNY at Buffalo; M.S., Brown
Visiting Instructor in Mathematics (1984)

Raymond A. Coish, B.S., Memorial University of Newfoundland; Ph.D., University of Western Ontario
Associate Professor of Geology (1979)

David C. Colander, A.B., M.A., M.Phil., Ph.D., Columbia
Christian A. Johnson Distinguished Professor of Economics (1982)

Susan C. Cook, A.B., Beloit College; M.A., Ph.D., University of Michigan
Assistant Professor of Music (1985)

Richard Cornwall, A.B., Princeton; Ph.D., University of California, Berkeley
Professor of Economics (1977)

Paul M. Cubeta, A.B., Williams; Ph.D., Yale
College Professor of Humanities (1952); Director of the Bread Loaf School of English (1964)

Eric L. Davis, A.B., Brown; M.A., Ph.D., Stanford
Associate Professor of Political Science (1980)

Richard H. Dollase, A.B., Brown; M.A.T., C.A.S., Wesleyan; D.Ed., Boston University
Director of Teacher Education with rank of Associate Professor (1982)

Stephen Donadio, A.B., Brandeis; M.A., The Sorbonne; Ph.D., Columbia
Professor of American Literature (1977), on leave 1987–88

Elizabeth Dore, A.B., Vassar; M.Phil., Ph.D., Columbia
Dana Faculty Fellow in Latin American History and Assistant Professor of History (1987)

David R. Dorman, B.S., Hobart; Sc.M., Ph.D., Brown
Assistant Professor of Mathematics (1984)

Murray P. Dry, A.B., M.A., Ph.D., University of Chicago
Professor of Political Science (1968)

Jeffrey S. Dunham, B.S., University of Washington; M.S., Ph.D., Stanford
Assistant Professor of Physics (1983)

John Clark Elder, A.B., Pomona; Ph.D., Yale
Professor of English (1973)

Albert H. Ewell, Jr., A.B., Haverford; Ph.D., New York University
Professor of Psychology (1952), on leave fall and winter terms 1987–88

Frank Fairfax, A.B., University of Pennsylvania; M.A., University of Michigan
Instructor in Anthropology (1987)

Emory M. Fanning, B.M., Oberlin; M.M., Illinois; Mus.A.D., Boston University
Fletcher Professor of the Arts (1985); Professor of Music (1967)

Cheryl Faraone, B.A., M.F.A., Catholic University of America; Ph.D., Florida State University
Visiting Assistant Professor of Theatre (1986)

Robert L. Ferm, A.B., College of Wooster; B.D., Yale Divinity School; Ph.D., Yale
Professor of Religion (1964–65, 1969)

William Frey, A.B., Villanova; M.A., Ph.D., University of Vermont
Visiting Associate Professor of Psychology (1987)

Michael C. Gerber, B.S., University of Maine, Orono; M.Sc., Syracuse
Instructor in Physical Education (1987)

John Shanklin Gilkeson, Jr., A.B., Amherst; M.A., University of Oklahoma; Ph.D., Brown
Dana Faculty Fellow in American Civilization with rank of Assistant Professor (1985)

Fabio Girelli-Carasi, A.B., M.A., Ph.D., University of Wisconsin
Assistant Professor of Italian (1984–85, 1986)

Peter Goreau, B.Sc., Bristol University; Dr. Sc., Massachusetts Institute of Technology
Assistant Professor of Geology (1980)

Robert K. Gould, B.S., University of Maine; M.S., Ph.D., Brown
Professor of Physics (1968)

Susan E. Gray, A.B., Earlham College; M.A., Ph.D., University of Chicago
Visiting Assistant Professor of History (1986)

Joan Towne Greiner, B.S., Skidmore; M.S., Smith
Professor of Physical Education, on Associate Status (1960)

Arthur St. Leger Grindon, A.B., University of California, Berkeley; M.A., Ph.D., New York University
Assistant Professor of Theatre (1987)

James A. Grube, A.B., Lebanon Valley College
Assistant Professor of Physical Education (1978)

Rudolf K. Haerle, Jr., A.B., Dartmouth; M.A., Ph.D., University of Chicago
Professor of Sociology (1962–66, 1967)

Joanna S. Hall, A.B., Boston University; M.Ed., Lesley
Lecturer in Teacher Education (1980)

Lucy E. Harding, B.S., Stanford; M.S., Ph.D., University of Arizona
Assistant Professor of Geology (1984)

William Harris, A.B., Ph.D., Harvard
Professor of Classics (1956)

Ursula Margarete Heibges, A.B., Catholic University of America; M.A., Columbia; Ph.D., Bryn Mawr
Associate Professor of Classics, on Associate status (1961)

Michael George Heinecken, B.S., M.Ed., University of Delaware
Assistant Professor of Physical Education (1973)

Diana E. Henderson, A.B., College of William & Mary; M.A., M. Phil., Columbia
Instructor in English (1986)

Claudia A. Henrion, A.B., B.S., Stanford; M.A., Ph.D., Dartmouth
Assistant Professor of Mathematics (1985)

Jeannine Heny, A.B., M.A., University of Massachusetts, Amherst; Ph.D., University of Pennsylvania
Assistant Professor of Linguistics (1982)

Robert Webber Hill, Jr., A.B., M.A., Ph.D., Harvard
Professor of English (1966), on leave fall and winter terms 1987–88

Carson L. Hopkinson, B.S., Springfield College
Assistant Professor of Physical Education (1977)

William Howland, A.B., M.A., University of Vermont; Ph.D, McGill
Assistant Professor of Northern Studies (1984)

Thomas Huber, M.A., University of Vermont; M.A., Ph.D., Princeton
Professor of German (1966); Director of the School in Germany, Mainz (1987)

John Huddleston, A.B., Yale; M.F.A., San Francisco State University
Visiting Assistant Professor of Art (1987)

Terry R. Hummer, A.B., University of Southern Mississippi; M.A., Ph.D. University of Utah
Editor of NER/BLQ, with rank of Assistant Professor of English (1987)

John Michael Hunisak, A.B., Williams; M.A., Ph.D., New York University
Christian A. Johnson Professor of Art (1970)

Virginia W. Jackson, A.B., M.A., University of California, Los Angeles
Instructor in English (1985), on leave 1987–88

Travis B. Jacobs, A.B., Princeton; M.A., Ph.D., Columbia
Professor of History (1965)

Joanne Jacobson, A.B., University of Illinois, Urbana; M.A., Ph.D., University of Iowa
Assistant Professor of American Literature and Civilization (1981)

J. Murray Journeay, B.Sc., St. Lawrence University; M.Sc., Ph.D., Queen's University
Assistant Professor of Geology (1985), on leave winter and spring terms 1987–88

John P. Keenan, A.B., Charles Borromeo Seminary; M.A., University of Pennsylvania; Ph.D., University of Wisconsin, Madison
Visiting Assistant Professor of Religion (part-time) (1986)

Linda K. Keenan, A.B., Grinnell College; M.A., Harvard
Instructor in Japanese (1986)

Constance N. Kenna, A.B., Elmira; M.A., Yale
Lecturer in German (1971, 1973)

Richard D. King, A.B., M.A., Michigan State University; Ph.D., University of Illinois, Champaign-Urbana
Visiting Assistant Professor of History (1987)

Huguette Knox, M.A., University of Aix-en-Provence
Lecturer in French (part-time) (1982)

Michael Kraus, A.B., University of Colorado; M.A., Ph.D., Princeton
Assistant Professor of Political Science (1980)

Bethany Ladimer, A.B., Barnard; M.A., Ph.D., Columbia
Assistant Professor of French (1977–81, 1986), on leave winter and spring terms 1987–88

William LaGasse, B.S., Siena College; M.S. SUNY at Albany; M.S., Union; M.S., Highland University
Visiting Lecturer in Mathematics and Computer Science (1985)

Marjorie E. Lamberti, A.B., Smith; M.A., Ph.D., Yale
Charles A. Dana Professor of History (1964)

C. Randall Landgren, A.B., Albion College; M.A., Ph.D., Harvard
Associate Professor of Biology (1977)

Harry Landreth, B.S., M.B.A., University of Oklahoma; Ph.D., Harvard
Visiting Professor of Economics (1987)

James Larrabee, B.S., Trinity; M.A., Ph.D., Princeton
Assistant Professor of Chemistry (1986)

G. Thomas Lawson, B.S., Springfield College
Professor of Physical Education (1969); Director of Athletics (1977)

Sydney Lea, A.B., M.A., Ph.D., Yale
Visiting Associate Professor of English (part-time) (1980), on leave 1987–88

Diane Legomsky, A.B., University of North Carolina, Chapel Hill; M.A., Northwestern
Instructor in Classics (1984)

Russell J. Leng, A.B., Middlebury; Ph.D., American University
Fred C. Dirks Professor of Political Science (1966)

Helmuth Liebel
Instructor in German (1987)

Ronald D. Liebowitz, A.B., Bucknell; M.A., Ph.D., Columbia
Assistant Professor of Geography (1984)

Karl Lindholm, A.B., Middlebury; M.A., Ph.D., Case Western Reserve
Assistant Professor of American Literature (part-time) (1981)

Judith Liskin-Gasparro, A.B., Bryn Mawr; M.A., Princeton
Visiting Lecturer in Spanish and Special Assistant to the Director of the Language Schools (1986)

David J. Littlefield, A.B., Spring Hill; M.A., Ph.D., Yale
Philip Battell Stewart and Sarah Frances Cowles Stewart Professor of English (1953–56, 1959)

Donald S. Lopez, Jr., A.B., M.A., Ph.D., University of Virginia
Associate Professor of Religion (1980)

Jen-Mei Ma, A.B., Fu-Jen University; M.A., University of Kansas
Visiting Instructor in Chinese and Art (winter and spring terms) (1988)

David A.J. Macey, A.B., Brooklyn College; M.A., M.Phil., Ph.D., Columbia
Associate Professor of History (1978), on leave 1987–88

Dorothy L. Mammen, B.S., Indiana University; M.S., Cornell; M.S., University of Washington
Assistant Director of Academic Computing with rank of Instructor in Mathematics and Computer Science (1986)

Gary Margolis, A.B., Middlebury; Ph.D., SUNY at Buffalo
Associate Professor of English (part-time) (1972)

Edward Alexander Martin, A.B., Princeton; M.A., Ph.D., Columbia
Henry Norman Hudson Professor of English (1961)

Robert P. Martin, B.S., M.S., Central Connecticut State; M.A., Ph.D., University of Maryland
Professor of Mathematics (1976); Director of Academic Computing (1986)

Tamar Mayer, A.B., University of Haifa; M.S., Ph.D., University of Wisconsin
Assistant Professor of Geography (1985)

John P. McWilliams, Jr., A.B., Princeton; M.A., Ph.D., Harvard
Professor of American Literature (1977)

Barbara Merz, A.B., Lancaster University; M.S., University of Western Ontario; M.S., University of Vermont
Visiting Lecturer in Mathematics and Computer Science (part-time) (winter and spring terms) (1983)

Gary G. Meyers, A.B., Pomona; M.A., Claremont Graduate School; Ph.D., Stanford
Assistant Professor of Political Science (1984)

Brett Millier, A.B., Yale; Ph.D. Stanford
Assistant Professor of American Literature (1986)

Don Mitchell, A.B., Swarthmore
Visiting Lecturer in English (part-time) (1986)

Hiroshi Miyaji, A.B., Kyoto University; M.A., Ph.D., Stanford
Professor of Philosophy (1980); Cornelius V. Starr Professor of Language and Linguistics (1985), on leave 1987–88

Paul Monod, A.B., Princeton; M.A., M. Phil., Ph.D., Yale
Assistant Professor of History (1984)

Stephanie S. Montgomery, A.B., Mills College; M.A., Brandeis
Visiting Instructor in French (1983)

Kevin M. Moss, A.B., Amherst; M.A., Ph.D., Cornell
Assistant Professor of Russian (1983, 1985)

Kenneth Myers, A.B., Cornell; M.A., M.Phil., Yale
Visiting Instructor in American Literature and Civilization (1986)

David Napier, B. Phil., University of Louvain; M. Litt., D. Phil., Oxford
Dana Faculty Fellow in Art and Anthropology with rank of Assistant Professor (1984), on leave 1987–88

Elizabeth Napier, A.B., Kalamazoo College; M.A., Ph.D., University of Virginia
Associate Professor of English (1978), on leave fall term 1987–88

Kirin Narayan, A.B., Sarah Lawrence; M.A., Ph.D., University of California, Berkeley
Visiting Assistant Professor of Anthropology (1987)

Eric G. Nelson, A.B., University of Illinois; M.A., M.F.A., University of Iowa
Associate Professor of Art (1978)

Margaret K. Nelson, A.B., Swarthmore; Ph.D., Columbia
Associate Professor of Sociology (1975)

Paul E. Nelson, A.B., Augustana; M.A., Ph.D., University of Chicago
Professor of Political Science (1963)

Beatrice Ness, A.B., M.A., D.E.A., Doctorate, University of Paris
Visiting Assistant Professor of French (1986)

Fred F. Neuberger, A.B., Middlebury
Dean of Admissions (1955)

Daniel Nolle, A.B., M.A., University of Missouri; M.A., Johns Hopkins
Instructor in Economics (1987)

Victor L. Nuovo, A.B., Hope; B.D., New Brunswick Theological Seminary; Ph.D., Columbia
Charles A. Dana Professor of Philosophy (1962)

Jane Margaret O'Brien, A.B., Vassar; Ph.D., University of Delaware
Assistant Professor of Chemistry (1980)

Nancy M. O'Connor, A.B., Swarthmore; Ph.D., Cornell
Professor of French (1977); Director of the School in France, Paris (1986)

Judith Olinick, A.B., University of Michigan; Ph.D., University of Wisconsin
Lecturer in Russian (part-time) (1978)

Michael Olinick, A.B., University of Michigan; M.A., Ph.D., University of Wisconsin
Professor of Mathematics (1970), on leave winter and spring terms 1987–88

Andrea Olsen, A.B., Millikan University; M.F.A., University of Utah
Assistant Professor of Dance (1982)

Bob Osborne, B.S., University of Tennessee; Ph.D., McMaster University
Associate Professor of Psychology (1979)

Patricia Pack, A.B., Barnard; M.A., Columbia
Lecturer, and Tutor-in-Writing (1981)

Robert Pack, A.B., Dartmouth; M.A., Columbia
Julian W. Abernethy Professor of American Literature (1964); Director of the Bread Loaf Writers' Conference (1972), on partial leave 1987–88

Jay Parini, A.B., Lafayette; B.Phil., Ph.D., University of St. Andrews
Associate Professor of English (1982)

Edward S. Perry, A.B., Baylor; M.A., Ph.D., University of Iowa
Professor of Theatre and Art (1978)

Thomas E. Peterson, A.B., Stanford; B.F.A., California Institute of Arts and Crafts; M.A., University of California, Berkeley; Ph.D., Brown
Visiting Assistant Professor of Italian (1987)

Robert Ponterio, A.B., M.A., SUNY at Binghamton; Ph.D., University of Illinois, Champaign-Urbana
Visiting Assistant Professor of French (1987)

Edwin L. Pool, B.S., Ph.D., Iowa State
Professor of Chemistry (1954)

Chandler A. Potter, A.B., Amherst, M.F.A., Yale
Professor of Drama (1956)

Kirsten H. Powell, B.F.A. Ohio Wesleyan; M.Ed., Lehigh; M.A., University of Delaware; M.Phil., Ph.D., Columbia
Assistant Professor of Art (1983)

David Price, A.B., Amherst; M.A., Ph.D., Princeton
Professor of English (1970)

Jonathan Price, A.B., Haverford; M.A., Princeton
Instructor in Classics (1987)

Henry B. Prickitt, A.B., Amherst; Ph.D., Harvard
Henry Norman Hudson Professor of English Emeritus; Professor of English, on Associate Status (1948)

Robert Prigo, A.B., M.A., Ph.D., University of California, Santa Barbara
Associate Professor of Physics (1980)

David Langdon Prouty, A.B., Colgate; Ph.D., Tulane
Professor of Psychology (1959)

Stephen J. Ratcliff, B.S., Case Institute of Technology; Ph.D., Princeton
Visiting Assistant Professor of Physics (1985)

Roddey Reid, III, A.B., Duke; Ph.D., Yale
Assistant Professor of French (1985), on leave fall term 1987–88

Russell L. Reilly, A.B., Bates; M.Ed., Boston University
Assistant Professor of Physical Education (1977); Assistant Director of Athletics (1983)

Marc Riess, A.B., SUNY at Stony Brook; M.A., Ph.D., University of Florida
Associate Professor of Psychology, on Associate Status (1978)

Carol Rifelj, A.B., M.A., Ph.D., University of Wisconsin
Professor of French (1972), Dean of the French School (1986)

Robert D. Ritter, A.B., Middlebury
Instructor in Physical Education (1982)

E. Burke Rochford, Jr., A.B., California State University, San Bernadino; M.A., Ph.D., University of California, Los Angeles
Assistant Professor of Sociology (1986)

Steven C. Rockefeller, A.B., Princeton; B.D., Union Theological Seminary; Ph.D., Columbia
Professor of Religion, on Associate Status (1971)

Richard Romagnoli, A.B., Iona College; M.A., Catholic University of America; Ph.D., Florida State University
Assistant Professor of Theatre (1986)

Thomas M. Root, B.S., University of Detroit; M.S., Ph.D., University of Wyoming
Associate Professor of Biology (1979)

David A. Rosenberg, B.S., University of Pennsylvania; M.P.A., Ph.D., Cornell
Professor of Political Science (1972), on leave 1987–88

Ronald E. Rucker, A.B., Pomona; M.A., Harvard; M.L.S., University of California, Berkeley
Librarian with rank of Professor (1976)

Theodore Rueter, A.B., M.A., University of Wisconsin; M.A., University of Chicago
Visiting Instructor in Political Science (1986)

George B. Saul, II, A.B., M.A., Ph.D., University of Pennsylvania
Charles A. Dana Professor of Biology (1967)

Richard A. Saunders, A.B., Bowdoin; M.A., University of Delaware; M.Phil., Ph.D., Yale
College Curator and Director of the Johnson Gallery with rank of Assistant Professor of Art (1985)

David Saward, A.B., University of London; M.S., Springfield College
Instructor in Physical Education (1985)

Sheldon C. Sax, A.B., Commerce University of Toronto; M.A., Simon Fraser University
Assistant Director of Academic Computing with rank of Instructor in Economics (1984)

Robert S. Schine, A.B., Kenyon College; M.A., Universitat Freiburg
Dana Faculty Fellow in Jewish Studies and Instructor in Religion (1985)

Peter Schumer, B.S., M.S., Rensselaer Polytechnic Institute; Ph.D., University of Maryland
Assistant Professor of Mathematics (1983)

Charles P. Scott, A.B., Ohio State; B.D., Princeton Theological Seminary
Professor of Religion; Chaplain Emeritus (1951)

Sallie P. Sheldon, A.B., M.A., SUNY at Buffalo; Ph.D., University of Minnesota
Assistant Professor of Biology (1985)

Mutsuko Simon, A.B., International Christian University Tokyo; M.A., University of Michigan
Visiting Instructor in Japanese (1987)

Kathleen Skubikowski, A.B., University of Colorado; M.A., Ph.D., Indiana University
Assistant Professor of English (1983); Director of Writing (1987)

Ugo Skubikowski, A.B., George Washington; M.A., University of Colorado; Ph.D., Indiana
Associate Professor of Italian (1981); Dean of the Italian School (1981)

Pamela L. Small, A.B., California State University, Hayward; M.T., Children's Hospital, San Francisco; Ph.D., Stanford
Assistant Professor of Biology (1986)

David K. Smith, A.B., Middlebury; Ph.D., Harvard
Alumni Professor of Economics, on Associate Status (1950)

Gail D. Smith, B.S., SUNY at New Paltz
Instructor in Physical Education (1986); Assistant Director of Athletics (1987)

Robert L. Smith, A.B., University of Delaware; M.A., University of Maine, Orono
Assistant Professor of Physical Education (1979)

Catherine M. Sokil, A.B., Yale; M.A., M.B.A., Indiana University
Instructor in Economics (1987)

Paul M. Sommers, A.B., University of California, Santa Cruz; M.A., University of Michigan; Ph.D., University of California, San Diego
Associate Professor of Economics (1976), on leave 1987–88

Katherine Sonderegger, A.B., Smith College; M.Div., S.T.M., Yale
Visiting Instructor in Religion (1987)

Stephen F. Sontum, A.B., Southern Lutheran College; Ph.D., University of California, Davis
Assistant Professor of Chemistry (1983), on leave 1987–88

M. Kimberly Sparks, A.B., Ph.D., Princeton
Charles A. Dana Professor of German (1966)

John Spencer, A.B., Princeton; M.A., Ph.D., Columbia; Litt.D., Atlanta University
William R. Kenan, Jr., Professor of History (1974)

Douglas C. Sprigg, A.B., M.A., Ph.D., University of Michigan
Professor of Theatre (1975)

John Thompson-Rohrlich, B.S., Pennsylvania State University; M.A., Ph.D., University of Delaware
Programmer/Analyst with rank of Assistant Professor of Mathematics and Computer Science (1985)

Betsy K. Thurber, A.B., University of Vermont
Lecturer in Teacher Education (part-time) (1972)

Pardon E. Tillinghast, A.B., Brown; Ph.D., Harvard
Charles A. Dana Professor of History, on Associate Status (1947)

George B. Todd, A.B., Amherst; M.B.A., Stanford; M.F.A., Princeton
Christian A. Johnson Professor of Music (1965)

Gary S. Towne, A.B., Yale; Ph.D., University of California, Santa Barbara
Visiting Assistant Professor of Music (1985)

Stephen C. Trombulak, A.B., University of California, Los Angeles; Ph.D., University of Washington
Assistant Professor of Biology (1985)

Van Horn Vail, A.B., University of Washington; M.A., Ph.D., Princeton
Professor of German (1966)

Roberto A. Véguez, B.S., Columbia; M.A., Ph.D., University of Wisconsin
Professor of Spanish (1972)

Gregory J. Vitercik, A.B., Columbia; M.A., Ph.D., SUNY at Stony Brook
Assistant Professor of Music (1986)

John T. Walsh, A.B., Southeast Missouri State University; M.A., San Francisco State University; M.Div., Pacific School of Religion
Chaplain (1986)

Christopher D. Watters, B.S., Notre Dame; M.A., Ph.D., Princeton
Irene Heinz and John LaPorte Given Professor of Pre-Medical Sciences (1968)

Anne M. Weaver, B.S., Springfield College; M.S., Pennsylvania State University
Instructor in Physical Education (1984)

John Weeks, A.B., University of Texas, Austin; M.A., Ph.D., University of Michigan
Visiting Professor of Economics (1987)

John Wilders, Ph.D., Cambridge University
John Hamilton Fulton Visiting Professor of the Humanities (fall and winter terms) (1984)

Christopher Wilson, A.B., Illinois Wesleyan; M.A.R., Yale Divinity; M.A., M.Phil., Ph.D., Yale
Associate Professor of Art (1979)

P. Frank Winkler, Jr., B.S., California Institute of Technology; M.A., Ph.D., Harvard
Professor of Physics (1969)

Richard L. T. Wolfson, A.B., Swarthmore; M.S., University of Michigan; Ph.D., Dartmouth
Alfred P. Sloan Resource Professor (1987); Professor of Physics (1976)

Erica B. Wonnacott, A.B., Drew; M.A., Columbia
Dean of Students (1970)

Phanindra V. Wunnava, B. Commerce and M. Commerce, Andhra University; M.A., D.A., University of Miami; Ph.D., SUNY at Binghamton
Assistant Professor of Economics (1985)

Don J. Wyatt, A.B., Beloit; M.A., Ph.D. Harvard
Assistant Professor of History (1986)

Oliver Larry Yarbrough, A.B., Birmingham-Southern College; B.A. (M.A.) Cambridge University; M.Div., Candler School of Theology, Emory University; M.Phil., Ph.D., Yale
Assistant Professor of Religion (1983)

Steven B. Young, A.B., Middlebury; M.S., University of Alaska; Ph.D., Harvard
Adjunct Professor of Biology (1977)

Clara Yu, A.B., National Taiwan University; M.A., Ph.D., University of Illinois
Assistant Professor of Chinese (1987)

Patricia Zupan, A.B., Duquesne University; M.A., Ph.D., Indiana University
Assistant Professor of Italian (1982), on leave 1987–88

Assistants in Instruction

Harry T. L. Ernevad, Gotesborg Tekniska Inst., Gotesborg Universitet
Assistant in Chemistry (1977)

Ulrich Frieling
Assistant in German (part-time) (1987)

Ken-ichi Miura, A.B., Nanzan University
Assistant in Japanese (1986)

Agnes Montagne
Assistant in French (part-time); Directress of the Château (1987)

H. Peter Wimmer, A.B., M.S., Lehigh; Ph.D., University of Vermont
Assistant in Biology (1972)

Emeriti

James Isbell Armstrong, A.B., Ph.D., LL.D., Litt.D., L.H.D.
President Emeritus, and Professor Emeritus of Classics (1963); Emeritus, 1975

Donald Henry Ballou, A.B., Ph.D.
Charles A. Dana Professor Emeritus of Mathematics (1942); Emeritus, 1973

Horace P. Beck, A.B., Ph.D.
Professor Emeritus of Folklore (1956); Emeritus, 1983

Douglas Stow Beers, Ph.D.
Hudson Professor Emeritus of English (1925); Emeritus, 1963

Ronald Bielli, B.S., M.A.
Professor Emeritus of Mathematics (1956); Emeritus, 1984

Leslie Cole Bigelow, A.B., Ph.D.
Professor Emeritus of Philosophy (1952); Emeritus, 1978

Claude L. Bourcier, Agregé de L'Université
Alumni Professor Emeritus of French (1937); Emeritus, 1975

John Gerald Bowker, Ed.M., L.H.D.
Baldwin Professor Emeritus of Mathematics (1926), Dean Emeritus of the Faculty (1953); Emeritus, 1967

Walter Brooker, A.B., Ed.D.
Vice President Emeritus (1956); Emeritus, 1982

Philip W. Carruth, A.B., M.A., Ph.D.
Professor Emeritus of Mathematics (1966); Emeritus, 1976

Pierina B. Castiglione, M.A., Dottore in Lettere
Lecturer Emerita in Italian (1972); Emerita, 1975

Salvatore J. Castiglione, A.B., Ph.D., Litt.D.
Jean Thomson Fulton Professor Emeritus of Italian (1966); Emeritus, 1975

William B. Catton, A.B., M.A., Ph.D.
Historian-in-Residence Emeritus (1964); Emeritus, 1984

John H. Clagett, B.S., Ph.D.
Professor Emeritus of English (1955); Emeritus, 1978

John V. Craven, A.B., M.A., Ph.D.
Professor Emeritus of Economics (1956); Emeritus, 1983

Wendell F. Forbes, A.B., Middlebury
Associate Professor Emeritus of Physical Education (1962); Emeritus, 1987

Stephen Albert Freeman, Ph.D., LL.D., L.H.D., Litt.D.
Professor Emeritus of French (1925); Vice President Emeritus (1943); Emeritus, 1963; Director Emeritus of the Language Schools (1946); Emeritus, 1970

Grant H. Harnest, A.B., Ph.D.
Irene Heinz and John LaPorte Given Professor Emeritus in Pre-Medical Sciences (1975); Professor Emeritus of Chemistry (1943); Emeritus, 1982

Harold Bradford Hitchcock, A.B., Ph.D.
Mead Professor Emeritus of Biology (1943); Emeritus, 1968

Charles Leonard Hoag, A.B., M.A., Ph.D.
Alumni Professor Emeritus of Political Science (1947); Emeritus, 1972

Marion E. Holmes, A.B.
Secretary Emerita of the Faculty (1937); Emerita, 1977

J. Rowland Illick, A.B., Ph.D.
Professor Emeritus of Geography (1946); Emeritus, 1986

Elizabeth B. Kelly, A.B.
Dean Emerita of Women (1946); Emerita, 1970

Mary E. Lick, A.B., Lake Erie; M.S., Smith
Professor Emeritus of Physical Education (1956); Director Emeritus of Physical Education (1974); Emeritus, 1987

Duncan J. McDonald, B.S., M.A.
Professor Emeritus of Biology (1967); Emeritus, 1985

Walter A. Moyer, Jr., B.S., Ph.D.
Professor Emeritus of Chemistry (1951–71); Associate Dean Emeritus of Sciences (1981); Emeritus, 1985

Howard McCoy Munford, B.S., Ph.D.
Charles A. Dana Professor Emeritus of American Literature (1941); Emeritus, 1977

Berthe O. Normano, Litt.D.
Lecturer Emerita in Russian (1960); Emerita, 1966

Carroll Rikert, Jr., A.B., M.B.A., C.P.A., LL.D.
Treasurer Emeritus (1952); Emeritus, 1983

E. Kirk Roberts, A.B., Ph.D.
Professor Emeritus of Chemistry (1952); Emeritus, 1983

Charles P. Scott, A.B., B.D.
Chaplain Emeritus (1951); Emeritus, 1986

Erie T. Volkert, A.B., M.A.
Professor Emeritus of Drama (1941); Emeritus, 1976

Klaus Heinrich Wolff, A.B., Ph.D.
Professor Emeritus of Economics (1956); Emeritus, 1981

Howard E. Woodin, B.S., M.S. Ph.D.
Professor Emeritus of Biology (1953); Emeritus, 1985

Historical Events at Middlebury

1761	Nov. 2	Charter of the Town of Middlebury granted by New Hampshire Governor Wentworth.
1766	June	John Chipman cleared the first "pitch" in Middlebury.
1773	June	Benjamin Smalley built the first log house in Middlebury.
1777	Jan. 15	Vermont declared itself a Free and Independent State.
1778	Nov.	Middlebury settlement completely plundered by British.
1783	April	Settlers returned to Middlebury township.
1791	Mar. 4	Vermont admitted to the Union as the Fourteenth State.
1796	Oct. 25	Present site of college campus annexed from town of Cornwall.
1797	Nov. 8	Addison County Grammar School chartered by Vermont Legislature.
1798	Sept. 30	Timothy Dwight visited Middlebury at Charter House and advised town leaders about starting a college.
1800	May	A Female Academy established by Ida Strong.
	Nov. 1	Middlebury College charter granted by Vermont Legislature; Jeremiah Atwater named first President.
	Nov. 4	First Trustees meeting.
	Nov. 5	Seven students admitted; East College occupied.
1802	Aug. 18	First College Commencement; Aaron Petty graduated.
1806	Aug. 21	Professorships of Natural Philosophy and Law created.
1807	July	Emma Hart elected Principal of the Female Academy.
1809	May 31	Middlebury Congregational Church dedicated.
	Aug. 16	Jeremiah Atwater resigns; Henry Davis elected President.
1810	Aug. 15	Professorship of Languages established.
	Sept.	Series of religious revivals continued.
1814	Sept.	Emma Hart Willard opened her Female Academy in house now occupied by Admissions Office.
1815	Mar.	West College completed, later named Painter Hall; oldest college building in Vermont.
1816	Aug. 22	Professorship of Divinity established.
1817	Oct. 6	President Henry Davis resigns; Joshua Bates elected President.
1819	May 21	Gamaliel Painter died, leaving most of his estate to Middlebury.
1820	Aug. 16	Middlebury College affiliated briefly with Castleton Medical School.
1821	Aug.	Robert Patton, Ph.D. Göttingen, introduced German.
1824	Aug. 18	Middlebury Alumni Association formed.
1827	Dec. 4	Mechanical Association for physical exercise tried.
1830	Oct. 28	*The Undergraduate* published for one year.
1833	July	The Philomathesian Society, undergraduate literary and debating society, formed with its own library.
1835	Aug. 20	Professorship of English Literature and Education created.
1836	Aug.	Old Chapel completed, housing the chapel, offices, and classrooms.
1839	Jan.	The Burchard religious revival ended disastrously.
	Sept. 4	President Joshua Bates resigned.
1840	Apr. 20	Morning chapel changed from 5:30 a.m. to 5:00 a.m.
1841	May 18	Benjamin Labaree inaugurated President.
1842	Dec. 2	First Forefathers' Day celebrated at Middlebury.
1843	Nov. 26	Chapter of Chi Psi founded; college's first fraternity.
1850	Aug.	Semicentennial Celebration; fund of $35,000 raised.
1861	April	Many students enlisted for service in Civil War.
	Aug.	Starr Hall completed, named for Peter Starr, Trustee.

1864	Dec. 25	Starr Hall burned.
1865	Aug. 8	President Benjamin Labaree resigns.
	Nov.	The first *Kaleidoscope* published.
1866	Jan. 2	Harvey K. Kitchel elected President
	June	Bread Loaf Inn opened by Joseph Battell.
1867	June	Alexander Twilight Hall built on site of old East College; used as Grammar School until 1982.
1868	Aug. 7	Phi Beta Kappa charter granted to Middlebury.
1873	July	President Harvey Kitchel resigned.
1875	June 8	Calvin B. Hulbert elected President; resigned in 1880.
1876	Mar.	The *Undergraduate*, student newspaper, began publication again.
1880	Aug. 23	Cyrus Hamlin elected President.
1881	Sept. 27	Library moved from Old Chapel to North Painter Hall.
	Oct.	Gymnasium installed in South Painter Hall.
1883	Sept. 13	First women enter Middlebury, 3 full-time, 4 part-time.
	Oct.	Hamlin Commons, first dining-hall, opened; burned 1945.
1884	Sept.	Athletic Association organized.
1885	July 1	President Cyrus Hamlin resigned.
1886	Apr. 17	Ezra Brainerd elected President.
1888	Mar. 16	College snowbound in fifteen-foot drifts.
	Nov. 24	State Legislature gives first financial assistance, $2,400 for scholarships.
1889	Nov.	First Glee Club formed.
1890	June	Elective system established, with option of a B.S. degree.
1891	Sept. 10	First women's dormitory opened, named Battell Hall.
1897	July 13	Chair of Political Economy and International Law created.
1900	July 1–5	Celebration of College's Centennial.
	July 3	Starr Library dedicated; built with bequest of Egbert Starr.
1901	Aug.	Warner Science Hall, gift of Ezra Warner '61, created a center for the sciences.
1902	Dec. 4	The "Women's College at Middlebury" established by Legislature.
1905	Feb. 4	The *Undergraduate* became the *Campus*.
1908	Oct. 17	President Ezra Brainerd resigned; John Thomas elected President.
1909	May	Joseph Battell donated women's campus, area north of College Street, including Battell Cottage, now Adirondack House.
	July 6	First Summer Session opened, with general curriculum.
1911	June 20	Pearsons Hall completed, on ridge of women's campus.
	June	Pan-Hellenic Council created.
1912	Mar. 9	Alumnae Association formed.
	May	Women's Athletic Association organized.
	June	McCullough Gymnasium completed; named for John G. McCullough, Trustee.
	Oct.	Central Heating plant installed for campus buildings.
1913	June 17	Chemistry Building occupied; named for Prof. P.C. Voter.
1915	Feb. 23	Joseph Battell died, bequeathing a mountain campus of over 30,000 acres.
	June 29	Specialized German Summer School opened in Pearsons Hall.
1916	July 8	French Summer School opened on same pattern.
	July	Mead Memorial Chapel erected on high point of campus; gift of Dr. John A. Mead, '64.
	Sept.	Hepburn Hall occupied; gift of A. Barton Hepburn '71.
1917	May 6	College closed to permit students to enlist.
	June 30	Spanish Summer School opened.
	Aug. 13	Faculty Furlough Fund created by Henry F. Walker '60.
	Sept. 26	The *Campus* became a weekly newspaper.
1918	Oct. 25	S.A.T.C. programs for military training adopted.
1920	June 30	Bread Loaf Summer School of English opened.
	Sept. 20	Maison Française, first continuous French House in America opened.

1921	Jan. 28	President John Thomas resigned.
	July 28	Paul D. Moody elected President.
1922	Nov. 22	Black Panther adopted as College mascot.
1923	Feb. 22	Middlebury's first Winter Carnival.
	Sept.	Abernethy Library collections added to Starr Library.
1925	Sept.	Le Château, center for French study, opened.
	Oct.	Porter Medical Center opened for college and community.
	Oct.	Two wings added to Egbert Starr Library; given by family.
1926	June 5	First *Alumni News Letter* published.
	Aug. 16	Writers' Conference opened at Bread Loaf.
1927	Aug. 18	First Doctorate in Modern Languages (D.M.L.) granted.
	Nov. 3	The great Vermont flood.
1931	May 6	General examination system adopted.
	June 14	Library and Music Hall at Bread Loaf burned; rebuilt in 1932.
	July 6	German Summer School reopened, at Bristol.
1932	July 1	Italian Summer School opened.
1936	June 13	Forest Hall dedicated; built with funds from sale of Battell Forest to U.S. Govt.
1938	June 12	Commencement held for the first time in Mead Memorial Chapel with new balconies.
1940	Aug.	Gifford Hall opened; memorial to James M. Gifford '77.
1941	Feb. 3	Munroe Hall opened, for classrooms and offices; gift of Charles A. Munroe '96.
1942	Feb.	College goes on year-round wartime schedule.
	June 1	President Paul D. Moody resigns; Stephen A. Freeman Acting President.
1943	Jan. 6	Samuel S. Stratton inaugurated as President.
	July 1	Navy V-12 Unit of 500 men established.
1945	June 29	Russian Summer School opened.
1947	Nov. 7	Fifty meter ski jump at Snow Bowl completed.
1948	July 1	First women serve on Board of Trustees: Gertrude C. Milliken '01 and Alice G. Howson '30.
1949	June 11	World War II Memorial Field House dedicated, now includes Pepin Gymnasium and Nelson Arena.
	Oct. 1	Middlebury School of French established in Paris.
1950	Sept. 30	Sesquicentennial Celebration, Convocation; and dedication of Lang Field.
	Nov. 25	The hurricane does much damage.
1950–55		The Battell Halls, North, Center and South, completed; named in memory of Joseph Battell.
1951	June	Carr Hall completed, for health offices; named for Reid Carr '01.
	Oct. 1	Middlebury School of Spanish established in Madrid.
1952		Pres. Stratton on leave in Saudi Arabia; Vice Pres. Freeman in charge.
	Sept. 18	R.O.T.C. Unit established.
1953	Dec. 23	College Playhouse on Weybridge Street burned.
1954	Mar. 18	Gifts from Wilks Estate total $2,454,399.
1956	Sept.	Stewart Hall opened; named in memory of the John W. Stewart family.
1957	July 1	Endowment Grants from Ford Foundation total $549,500.
1958	Oct.	Wright Memorial Theatre completed, honoring Charles B. Wright, Professor of English, 1885–1920.
1959	Oct. 15	Middlebury School of German established in Mainz.
1960	Sept.	Proctor Hall student center opened; honoring Gov. Redfield Proctor, trustee.
	Oct. 1	Middlebury School of Italian established in Florence.
1963	Sept. 1	President Samuel Stratton retires; James I. Armstrong elected President.
	Sept.	Allen Hall opened; named for Cecile Allen '01.
	Sept.	Arthur M. Brown Swimming Pool completed.
1964	Sept.	First computer terminals installed in Mathematics Dept.
1965	Sept. 27	Sunderland Language Center and Dana Auditorium dedicated; named for Edwin S.S. Sunderland and Charles A. Dana, benefactors.

1966	June 11	Middlebury Challenge Fund of $8,039,722 with grant of $1,700,000 from Ford Foundation, completed.
	June 22	Chinese Summer School opened.
1968	Sept. 16	The 4-1-4 Curriculum went into effect.
	Oct. 12	Christian A. Johnson Memorial Building for music and fine arts dedicated.
1969	Jan. 6	Science Center opened, with facilities for Chemistry, Biology, Geology, Physics, and Library.
	Feb. 7	Hadley and Milliken Halls, dormitories on west ridge opened; named for Egbert C. Hadley '10, trustee; and Gertrude C. Milliken '01, first woman trustee.
1970	June 14	Japanese Summer School opened.
	Sept.	Social Dining Units opened; at north end of campus, named for Prof. R.L. "Doc" Cook; Stephen A. Freeman; and Cyrus Hamlin.
1971	Sept.	Kelly and Lang Halls, dormitories, opened; named for Elizabeth B. Kelly, Emerita Dean of Women; and Fred P. Lang '17, trustee.
1974	June	Fletcher Field House opened; named for Paris Fletcher '24, trustee.
	Sept.	Computer terminals operating for academic departments, library, and administration.
1975	Sept. 1	President James I. Armstrong retires; Olin C. Robison elected President.
	Sept.	Atwater and Davis Houses, A-frame dormitories opened; named for the first two presidents.
1977	Sept. 15	Middlebury School of Russian established in Moscow.
1978	June	Middlebury Summer School of English established at Lincoln College, Oxford.
1979	Oct.	Meredith Wing added to Starr Library; named for Douglas Meredith, trustee.
	Nov.	Kirk Alumni House Conference Center opened; named for John Kirk '39 and Barbara Kirk '41.
1980		College buys, renovates, and administers all fraternity houses.
1982		Memorial Field House extensively renovated and enlarged.
	June 20	Arabic Summer School opened.
1984	June 2	Campaign to raise sixty million dollars begun.
	Sept. 27	Dalai Lama, head of Tibetan Buddhists, leads Conference.
1986	May 23	Dedication of Alexander Twilight Hall, the Old Grammar School, built in 1867, bought and renovated by the College; named for first U.S. black college graduate, Alexander Twilight '23.
	May 24	New carillon of 48 bells in Mead Chapel dedicated.
	Sept. 7	New "North Dormitory" opened.

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CALENDAR 1987–1988

1987 AUGUST

26–30 Wed–Sun	Alumni College

SEPTEMBER

1 Tuesday	Fall Freshman Week begins
6 Sunday	Convocation
7 Monday	Fall Term Classes begin (8:15 a.m.)

OCTOBER

2–4 Fri–Sun	Parents Weekend I
12–13 Mon–Tues	Mid-Term Recess
16–18 Fri–Sun	Homecoming
30–Nov 1 Fri–Sun	Parents Weekend II

NOVEMBER

5 Thursday	All-College Meeting Night
24 Tuesday	Thanksgiving Recess begins (5:00 p.m.)
30 Monday	Classes resume (8:15 a.m.)

DECEMBER

5 Saturday	Fall Term Classes end (12:15 p.m.)
7 Monday	Examination Period begins
8 Tuesday	Final Exams begin (Exams scheduled on Tuesday, Thursday, Saturday, Monday and Tuesday)
15 Tuesday	Examination Period ends. Christmas Recess begins

1988 JANUARY

4 Monday	Winter Term begins (8:15 a.m.)
15–17 Fri–Sun	Alumni Winter Weekend
29 Friday	Winter Term ends (5:00 p.m.) Winter Recess begins

FEBRUARY

4 Thursday	Spring Freshman Week begins
8 Monday	Spring Term Classes begin (8:15 a.m.)
25 Thursday	Winter Carnival Recess begins (5:00 p.m.)
29 Monday	Classes resume (8:15 a.m.)

MARCH

26 Saturday	Spring Recess begins (12:15 p.m.)

1988 APRIL

4 Monday	Classes resume (8:15 a.m.)
14 Thursday	All-College Meeting Night

MAY

7 Saturday	Spring Term Classes end (12:15 p.m.)
9 Monday	Examination Period begins. General Exams begin
10 Tuesday	Final Exams begin (Exams scheduled on Tuesday, Thursday, Saturday, Monday and Tuesday)
17 Tuesday	Examination Period ends
21 Saturday	Baccalaureate
22 Sunday	Commencement
27–29 Fri–Sun	Spring Reunions
30–June 3 Mon–Fri	Spring Alumni College

JUNE

17 Friday	Language Schools Nine-Week Session begins
28 Tuesday	Bread Loaf School of English, Vermont, begins

JULY

1 Friday	Language Schools Seven-Week Session begins
4 Monday	Bread Loaf School of English, Lincoln College, Oxford, begins
4 Monday	Language Schools Six-Week Session begins

AUGUST

13 Saturday	Commencement, Bread Loaf Schools of English, Lincoln College, Oxford, and Vermont
14 Sunday	Bread Loaf Schools of English, Lincoln College, Oxford, and Vermont end
16 Tuesday	Bread Loaf Writers' Conference begins
19 Friday	Commencement, Language Schools
20 Saturday	Language Schools Six-Week, Seven-Week and Nine-Week Sessions end
28 Sunday	Bread Loaf Writer's Conference ends

DIRECTIONS FOR CORRESPONDENCE

College Telephone Number: (802) 388-3711, with the following extension numbers

For information about:

Admissions	Dean of Admissions, The Emma Willard House	5153
Alumni Affairs	Director of Alumni Relations, Forest Hall	5181
Athletics	Director of Athletics, Memorial Field House	5250
Business Matters	Vice President for Administration and Treasurer, Old Chapel	5404
Career Counseling and Placement	Director of Career Counseling and Placement, Adirondack House	5100
General Information	Director of Student Activities Proctor Hall	5338
Gifts and Bequests	Director of Development, Forest Hall	5181 or 5183
Educational Program	Dean of the College, Old Chapel	5393
Financial Aid	Director of Financial Aid, The Emma Willard House	5158
Health Services	Director, Parton Health Center	5135
Payment of Bills	Comptroller, Old Chapel	5366
Section 504 of the Rehabilitation Act of 1973	Vice President for Administration and Treasurer, Old Chapel	5393
Bread Loaf School of English, 4 Hillcrest		5418
Bread Loaf Writers' Conference, Munroe Hall		5286
Foreign Language Schools	Director of Language Schools Sunderland Language Center	5508
Student Affairs	Dean of Students, Old Chapel	5382
Transcripts		
Current Undergraduates, Old Chapel		5382
A.B. Alumni, Old Chapel		5376
Language Schools and Bread Loaf Alumni, Sunderland Language Center		5517

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